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ABSTRACT

Follow Through, which builds on the foundation provided by Head Start and similar preschool programs, is a program designed for children in the early primary grades. The Follow Through curriculum presented in this document is based on certain assumptions about children and the learning process, among them the understanding of the importance of individual uniqueness, human development, and self-esteem. Also stressed is the role of learning potential, learning as a process of interaction with the environment, and learning as a selective activity. A section devoted to teaching design focuses on coordination of curriculum goals, classroom management, the physical environment, and teacher behavior. Many learning activities are presented for developing reading, writing, mathematical, and test-taking skills. Creative thinking is also encouraged in this curriculum: learning experiences are outlined for arts and crafts, cooking, dramatics, writing, games, field trips, and the use of "intellectual kits" (a collection of objects used to help develop such skills as problem solving, language facility, and differentiating reality from fantasy). Parent involvement is briefly discussed. (Author/DB)

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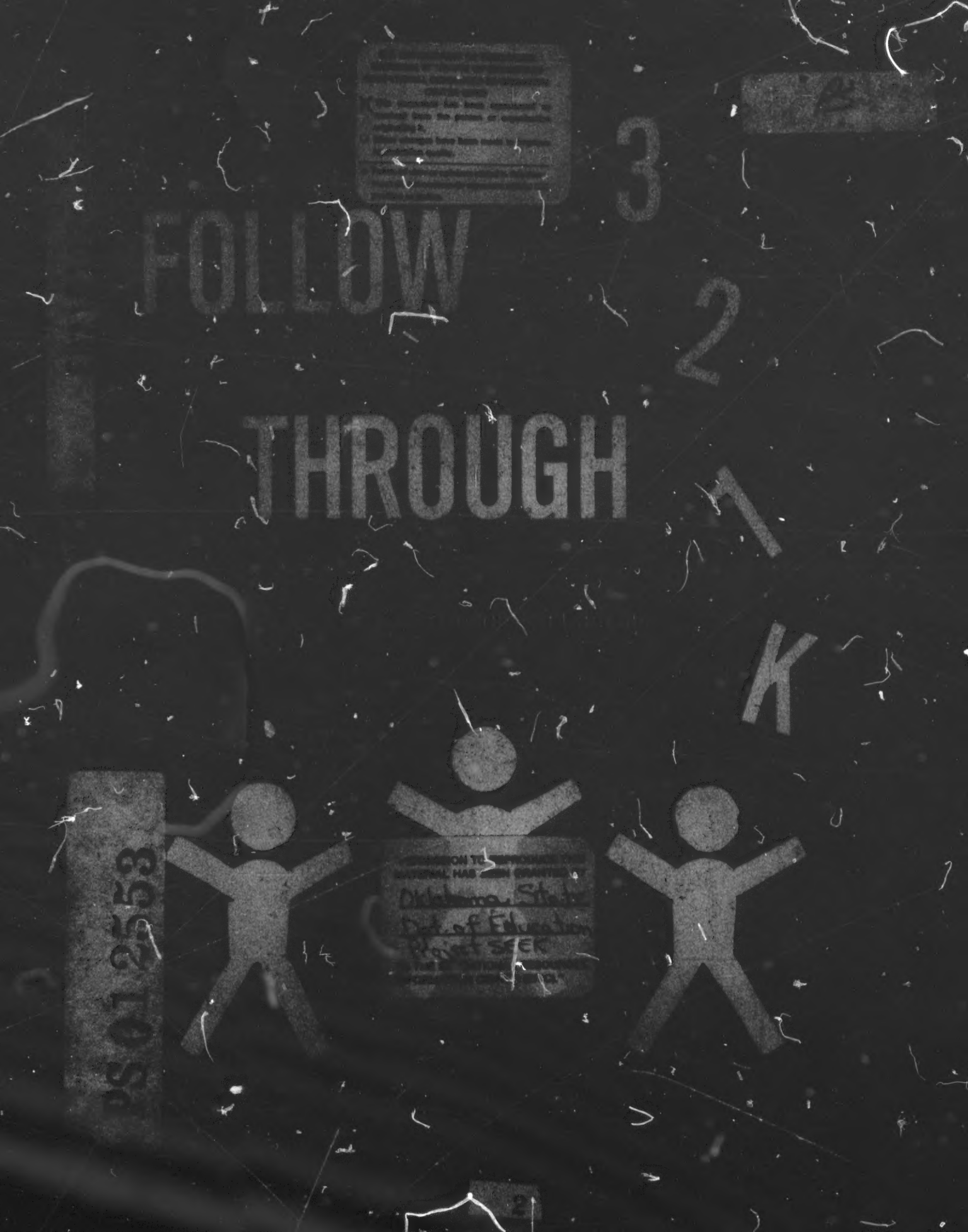
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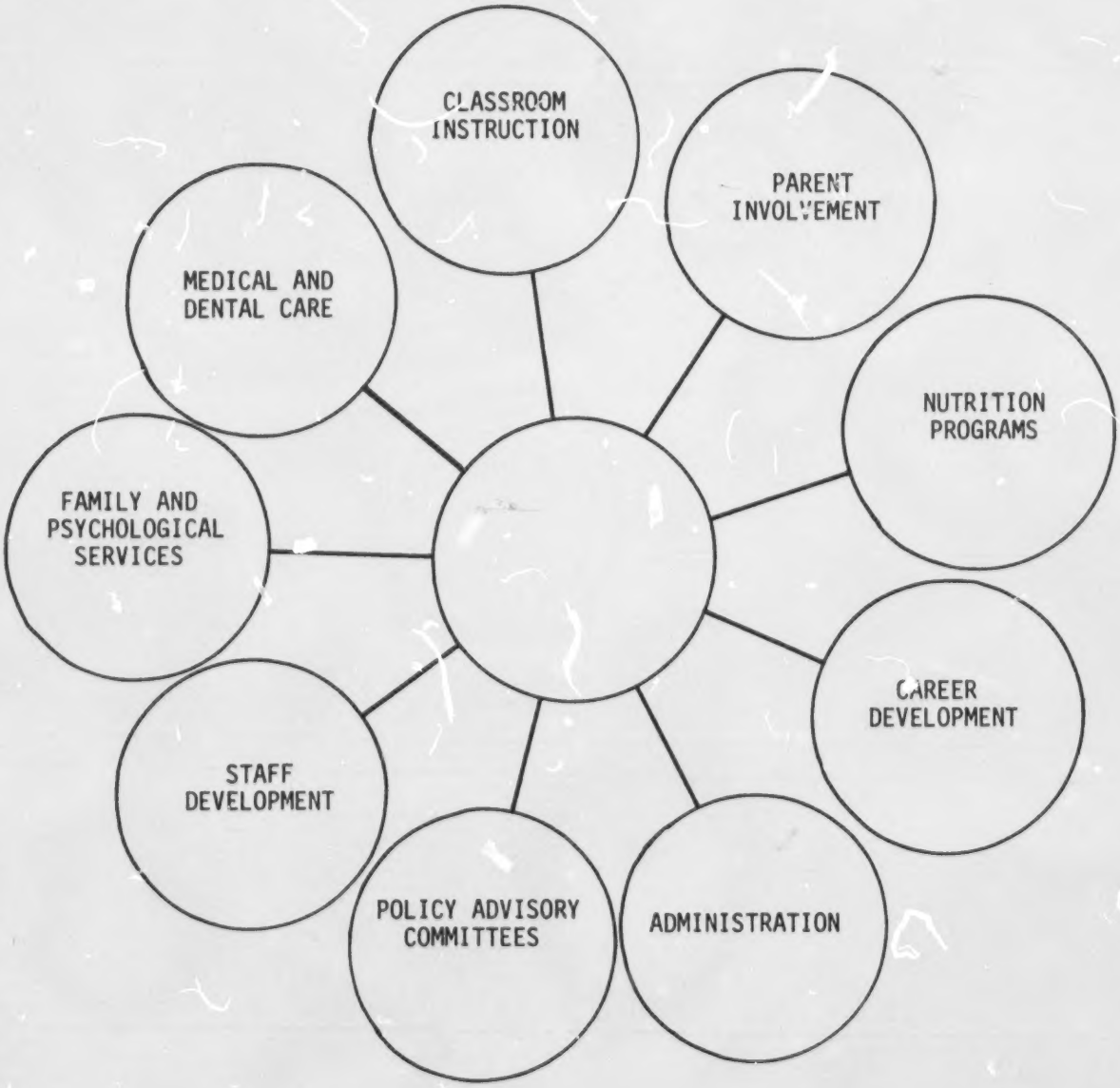
FOLLOW THROUGH IN OKLAHOMA

A Process Curriculum in Early Childhood Education
Grades K, 1, 2, 3



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1979

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The Follow Through staff persons in Shawnee and Chickasha gave much time and talent to the writing of this publication. A special thank you is extended to the staff and school superintendents, Dr. Wesley W. Beck, Jr., Shawnee Public Schools, and Mr. E. B. Turley, Chickasha Public Schools, for their unlimited cooperation.

The initial layout of the publication was provided by Trudy Burdick and Janna Brinkoetter facilitated the manuscript to the final copy. A most sincere thank you is expressed for their fine contribution.

FOREWORD

In order for schools to provide continuity from year to year in a child's school experience and build upon the successes of Head Start and other preschool programs, the Shawnee and Chickasha Public Schools have implemented Follow Through, a comprehensive early childhood education program in kindergarten through third grade.

To facilitate understanding of the Follow Through program that has been successful for ten years, a guide has been written. The primary purpose of this guide is to disseminate knowledge and activities to adults: teachers, classroom assistants, and parents who in turn will enhance children's learning in the school environment.

These significant individuals in the child's world are serving as models for the children. It is my desire that the Follow Through in Oklahoma Guide provide a stimulus and source of information for continuous quality education for young children.

Leslie Fisher
State Superintendent of Instruction
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FOLLOW THROUGH . . .

is a program designed for children in the early primary grades, building on the foundation provided by a full year of Head Start or similar preschool program.

Follow Through is administered by the U.S. Department of Health, Education, and Welfare through the U.S. Office of Education. Oklahoma State coordination and dissemination efforts are under the auspices of the State Department of Education, Early Childhood Education.

The comprehensive education concept of Follow Through provides educational instrucation, general health services including medical and dental care, psychological and social services, nutritious meals, and other physical and emotional supports that educators believe contribute to a child's total development and specific ability to learn.

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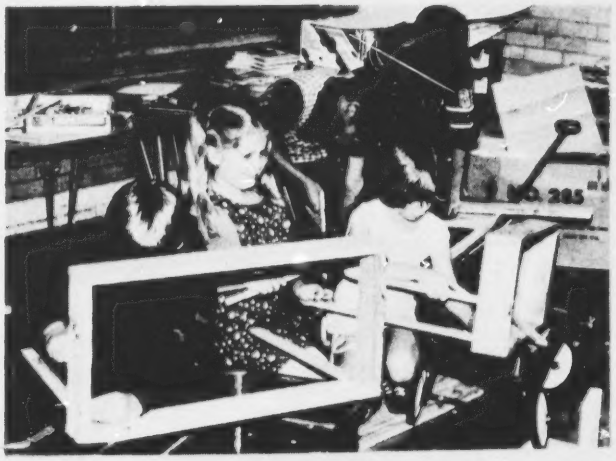
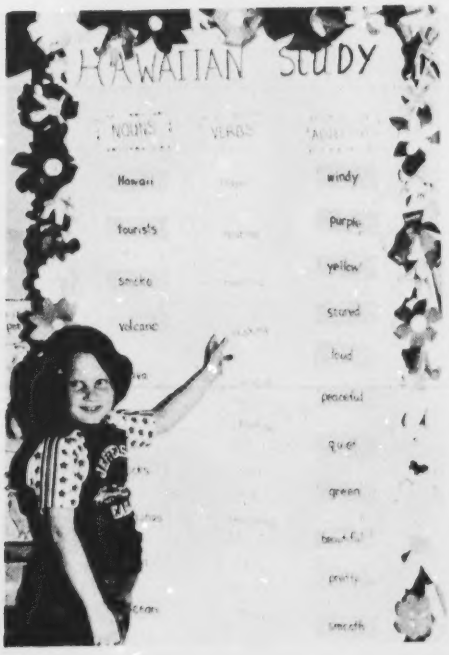
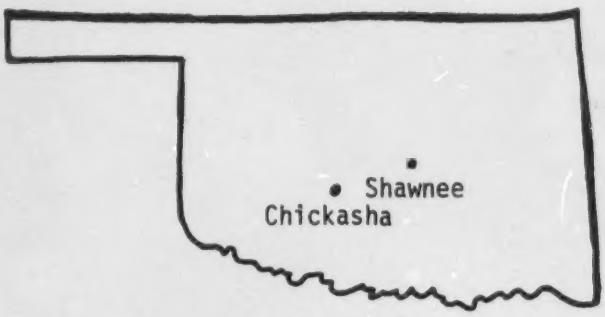



HAWAIIAN STUDY
NOUNS
VERBS
windy
purple
yellow
stored
loud
peaceful
quiet
green

The maximum involvement of parents emphasizes the complementary roles of school and home as centers for optimal development of the child.



Follow Through's research and evaluation program is vital to the effective educational program and delivery system. It is a unique attempt to unite educational theory and practice and to analyze approaches to early childhood education in the setting of the public school.

Follow Through projects are established in the 50 states, the District of Columbia, and Puerto Rico and each Follow Through Project is implementing a model early-childhood program.

In 1968, the Follow Through projects in Chickasha and Shawnee, Oklahoma, Public Schools adopted the Tucson Early Education Model (TEEM), sponsored by the University of Arizona, Tucson.

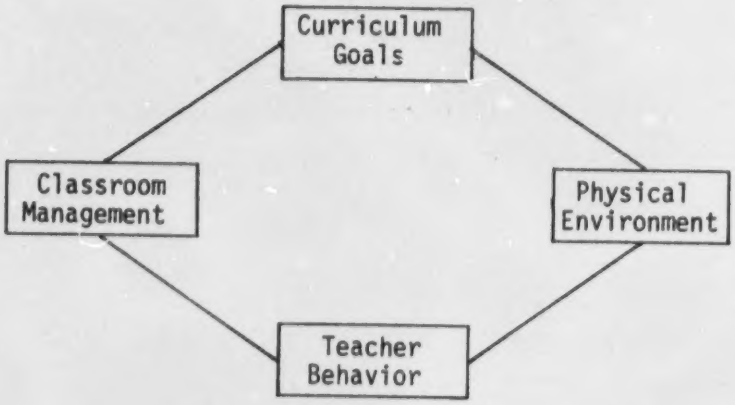
The Tucson Early Education Model (TEEM) is based on certain philosophical assumptions about children and the learning process. These include that each individual:

- is unique and has a unique set of environmental experiences
- has a natural thrust for growth that results in purposive behavior
- has a basic need for preservation of self-esteem
- has the potential to learn
- learns as he interacts with his environment
- learns as he selects experiences that match his capabilities and inner needs (Concepts and Strategies for Implementing TEEM, 1975).

Based on the above beliefs about children and learning, and on research in the behavioral sciences and child growth and development, the TEEM model was developed and presented in this guide.

TEACHING DESIGN

In order to implement the teaching design, it is necessary to have coordination of:



The interrelationship of the four identified areas combined with active children results in a program that focuses on skills and concepts children need to develop in order to function in today's technical and changing society.

Curriculum Goals

In order to implement the TEEM teaching design, the curriculum encompasses all activities of the children within the school day. The children's experiences provide teachers with the means for relating children's individual development for designing the classroom activities.

The basic subject areas: reading, writing, and mathematics, are taught through a "process curriculum." How the child learns is basic to developing what he learns. The process of learning is emphasized throughout all activities.

The four major goal areas of the curriculum are designed to develop children's competencies in the following areas:

- Language Base - The language base goal area stresses the development of language competence through the use of language as a medium of communication and a tool of thought.

- Intellectual Base - Intellectual skills are defined as the mental processes required by children to process, organize and utilize information, to transfer skills and generalize concepts to new situations.

- Motivational Base - The motivational base develops attitudes and behavioral characteristics that are related to participating productively in complex social situations, including helping the child develop a positive attitude toward himself, toward school, and the learning process.

- Societal Arts and Skills - The emphasis in this goal area is on development of academic and social competencies. The skills of listening, speaking, reading, writing, mathematics, inquiry, and the interpersonal skills of planning, cooperation, and communication are developed as an outgrowth of the child's own language and experiences.

Classroom Management

Classroom management is organized to enable the teacher and teaching assistant to be facilitators of learning rather than autonomous disseminators of facts and to enable children to assist in planning daily and long-range learning activities, as well as provide input into class management.

Basic to the management of the environment is planning for three fundamental learning activity periods: committee work time, child selection time, and whole group planning time. During these periods of time the teacher plans and provides activities for children that will extend and expand knowledge and growth based on the curriculum goals as stated above.

- Committee Work Time - The committee work time is a structured block of time in which four to five committees work in separate learning centers, depending on class size.

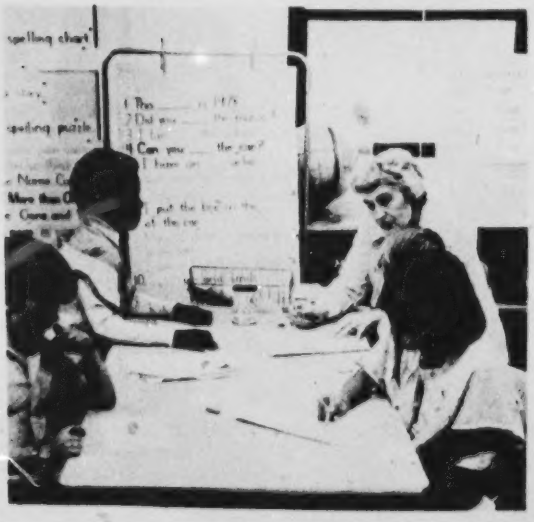
  Committees are organized into small heterogeneous groups with an appointed chairman who is responsible for assisting the committee.

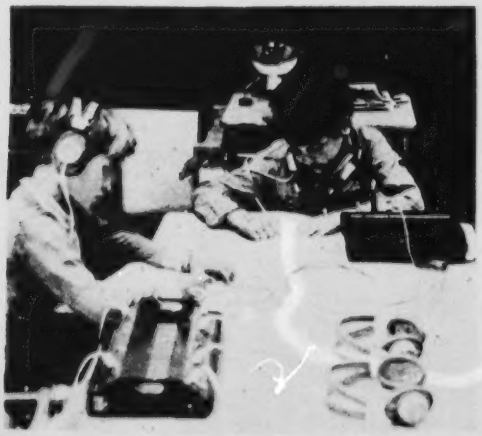
The chairmanship is rotated consistently to enable every child the opportunity to practice leadership.

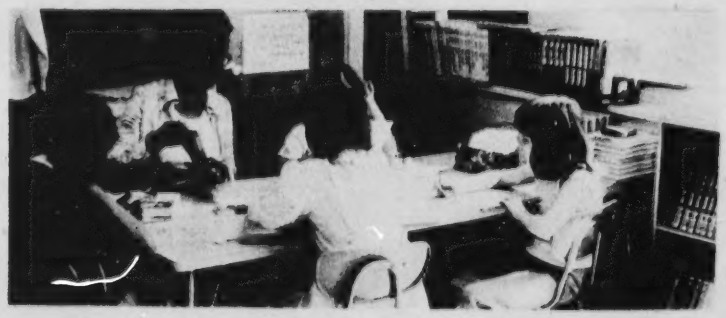
The teacher and assistant each work with a different committee and the other committees work independently for 15-45 minutes depending on the age level of the children. Then the committees rotate.

Learning centers for mathematics, reading, and writing are emphasized daily. Other centers are temporary for special study. During committee work time, the five or six children within the group work at tasks judged appropriate by the teacher. The tasks are determined by:

1. past experiences of children
2. interest
3. level of development
4. provision for individual differences within the group
5. relationship to future learning of the children







Child Selection Time - The second activity time within the TEEM Model is child selection time--usually thirty to forty-five minutes daily. The teacher decides how many activity choices are to be offered on a particular day. Some of the same activities that were offered in committee work time can be extended for child selection time.

Each center should have a sign-up chart with an indicated number of how many children can participate. Children may sign up as they arrive in the morning. The sign-up chart allows the children to make honest choices based on their needs and interests; thus, they become a consumer rather than a victim of the environment.

SIGN-UP CHART
Art
1.
2.
3.
4.
5.
6.

Child selection time is an excellent time for the teacher and assistant to observe and interact with individual children. They can observe what kinds of skills and knowledge are being used in this natural setting. Child selection time can also be used for individual conferences with children.

Suggested activities:

1. chalk board
2. listening post (stories or music)
3. reading for pleasure
4. puppets
5. art
6. creative writing
7. house keeping (K-1)
8. phonics games
9. math games
10. puzzles
11. woodworking benches
12. easels
13. discovery center
14. blocks
15. dramatics

Whole Group Planning Time - Whole group planning time is designed for the teacher and children to plan and evaluate. When children are allowed to plan with teachers the learning environment becomes cooperatively initiated by the adults and children. As the children plan and evaluate with the teacher they are involved in identifying and assessing expectations for their own behavior. Consequently the children commit themselves to active participation in the learning environment.

The teacher reviews or develops with children activities for part or all of the day. Door charts, invitations or instructions for each learning center can be read and discussed at this time.

Children respond verbally by:

1. asking questions
2. suggesting extensions for previous activities
3. indicating preferences
4. suggesting changes

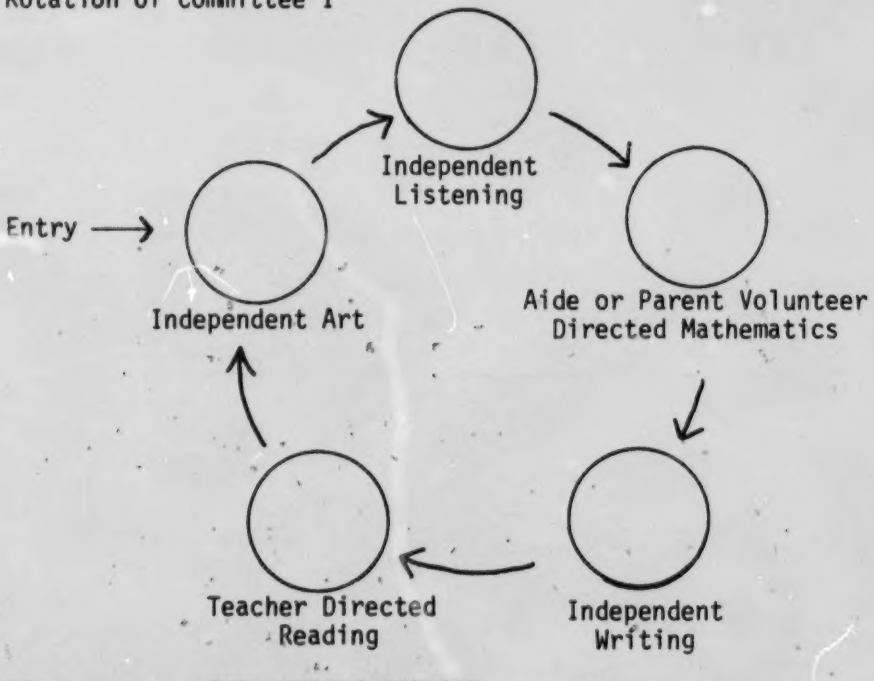
The teacher expands upon children's comments and uses these as a basis for further discussions and planning. This is an appropriate time for sharing experiences, favorite stories and literature.

Suggested Schedule

Block 1: (20-30 Minutes)
WHOLE GROUP PLANNING TIME ON THE RUG
Review calendar
Read door chart
Plan for the day
Read the invitations or directions for each learning center (see page 11)
Acknowledge chairman for eacn committee
Assign each committee to a learning center

Block 2: (2-3 hours)
COMMITTEE WORK TIME
A committee consists of 5-6 children. Committees begin at the center assigned by the teacher. After working 20-30 minutes the children clean up and rotate to the next learning center. This rotation is usually repeated until all committees have worked at all centers.

Example of Learning Center Rotation of Committee I



Block 3: (30 minutes)
INDEPENDENT READING
Individual conferences with teacher

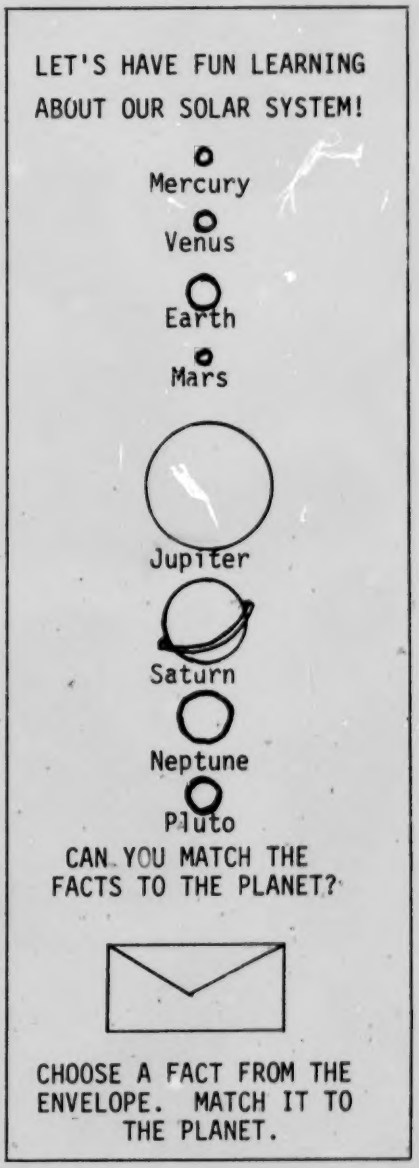
Block 4: (30-45 minutes)
CHILD SELECTION TIME
Work at permanent or temporary learning centers
Work individually or with peers

Block 5: (30 minutes)
WHOLE GROUP PLANNING TIME ON THE RUG
Review day's activities
Ask for ideas for extending activities for centers
Clean up

17A

■ Door Charts - A door chart is prepared and attached to the entry door or suitable place for the children to read upon entering the classroom. The door chart:

1. attracts the children's attention
2. gives information about the day's activities
3. invites the children to participate in the activities of the classroom
4. arouses curiosity
5. encourages questioning behavior
6. provides a form of recordkeeping



Physical Environment

The Follow Through classroom is operated as a laboratory that extends throughout the day and includes learning in all curriculum areas. Learning centers are established as continuing centers for the school year while others are temporary for a special study or reason. These centers provide for a range of children's interests, operating level and style of learning. The variety and type of materials and activity allows for individualization and provides necessary support and reinforcement for the child.

- Learning Centers - Basically, there are three types of learning centers: enrichment centers, skill development centers, and exploratory centers.

  Exploratory Centers - Exploratory centers capitalize upon students' present and anticipated interests. This center introduces subject matter that is not a part of the general classroom curriculum. Many teachers arrange for students to develop their own exploratory centers. Planning, developing, and evaluating exploratory centers provides students with opportunities for individualized problem-solving experiences. Exploratory centers provide excellent opportunities for personalizing instruction. The centers may operate with the teacher, teacher assistant and/or volunteers working with small committees of children or as independent centers with a committee chairman. Children also work on individual projects.

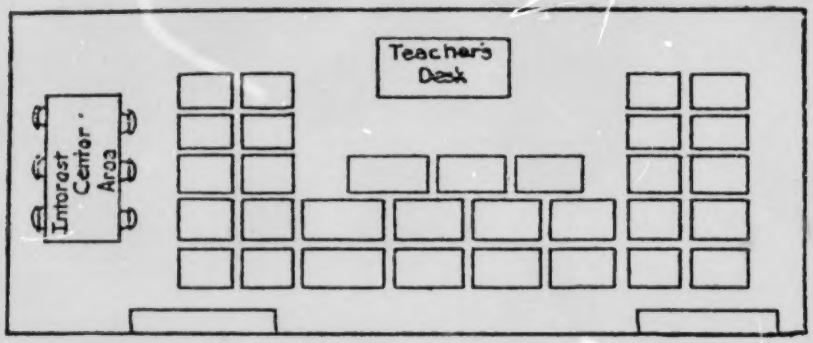
  Skill Development Centers - Skill development centers are designed for use following initial instruction in specific skills by the teacher. Once introductory instruction related to the skill has occurred, students spend time in centers where manipulatives, media, and other resources related to the particular skills can be found. Games (commercial and teacher-made) are often efficient and effective ways to reinforce skills.

  Enrichment Centers - Enrichment centers are designed to be used following the teacher's introduction of an area of study to students. The centers help extend, enrich, and clarify a student's knowledge, skills, and values regarding selected curriculum areas.

Room Arrangements - Furniture and equipment are arranged to form a number of learning centers structured around common learning experiences. These centers are defined, focused, and changed through the arrangement of tables, chairs, play equipment, graphic and other curricular materials. This permits small group interaction.

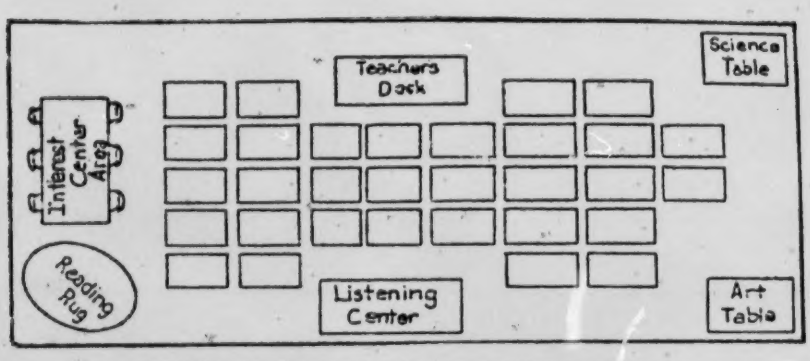
Beginning with a simple form and progressing to a more sophisticated arrangement, diagrams showing how learning centers can be designed follow:

PHASE I



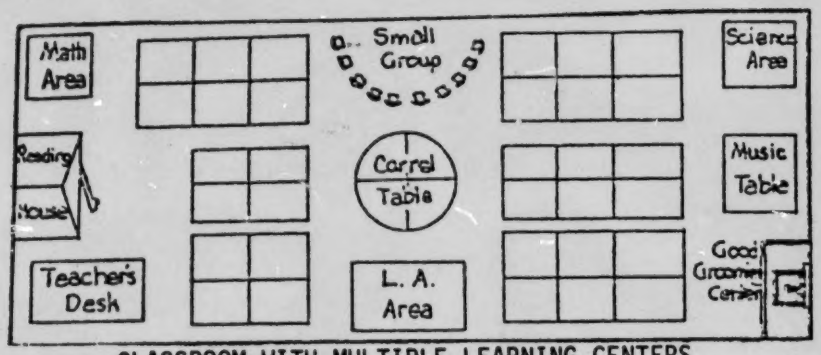
CLASSROOM WITH ONE LEARNING CENTER

PHASE II



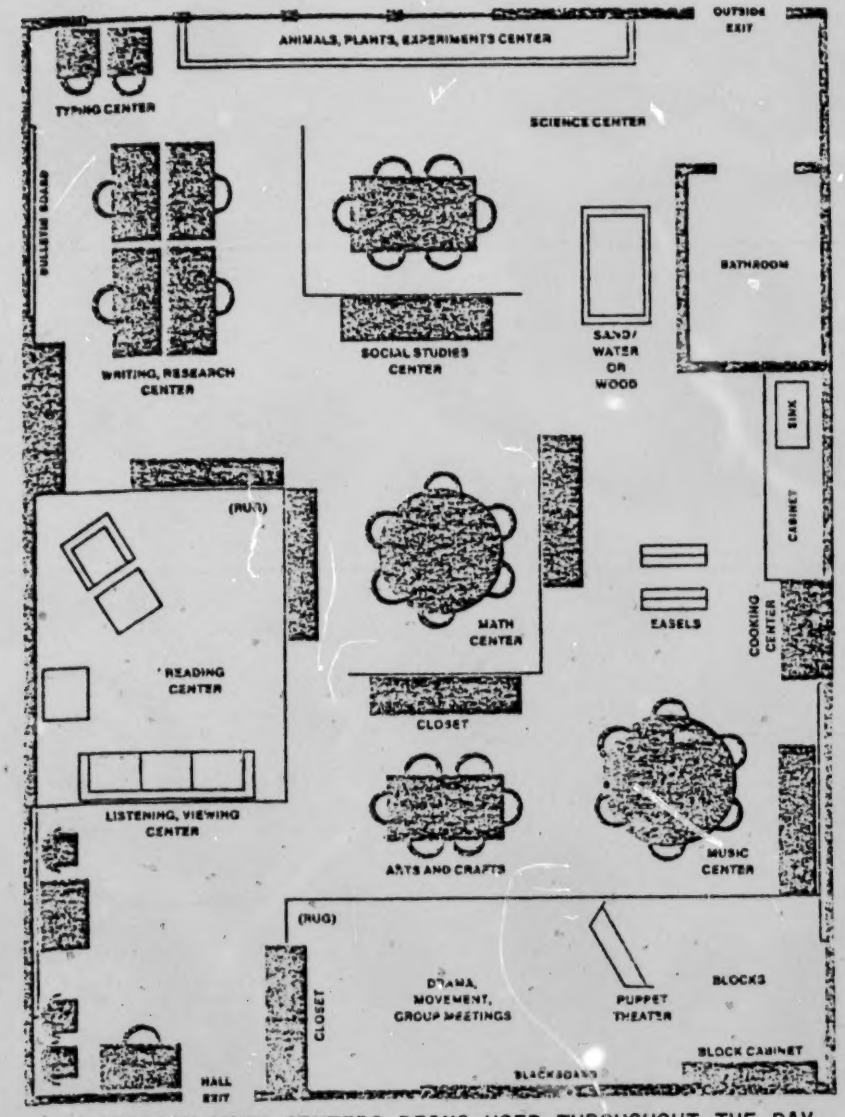
CLASSROOM WITH SEVERAL LEARNING CENTERS

PHASE III



CLASSROOM WITH MULTIPLE LEARNING CENTERS

PHASE IV



CLASSROOM WITH CENTERS BEING USED THROUGHOUT THE DAY

■ Taste Center - (The example illustrates teacher planning and procedures necessary for learning centers.)

Goals:

To provide a sensory experience that will encourage children to use new descriptive words.
To increase olfactory and taste discrimination.
To expand experiences children bring to known vocabulary.
To provide opportunities to observe and taste cause and effect results.

Objectives:

Choice of many samples to taste.
Choice of combinations to explore.
Choice of way to become involved--by self
with friend to discuss taste.
Choice of way to record--by graphing taste
by writing about experience
by initiating word that describes sample tried
by matching word to picture of sample.

Possible Extensions:

The children might look for recipes that use some of the spices and select one of them to cook or bake.

A larger variety of products on which to taste the effect of added spices could be part of the extension - the possibilities could come from the children.

Children could bring a spice used in their homes to add to the taste center.

Some children might want to do some research on the origin of these spices.

This center might become a Touch, Smell, or Sound Center--again the goal would be to provide first-hand experiences that enable the children to extend and expand their vocabularies.

Trips to stores to price some of these spices could be an extension.

Resource people, chefs, bakers, mothers, could be invited to talk about and demonstrate the use of some of the spices.

■ Invitation to a Learning Center - Before a center is opened, instructions identify activities students may do at the center and state how many students may work on a particular activity at one time.

A title with instructions should be written and posted near each center.

Example of an Invitation to a Learning Center:

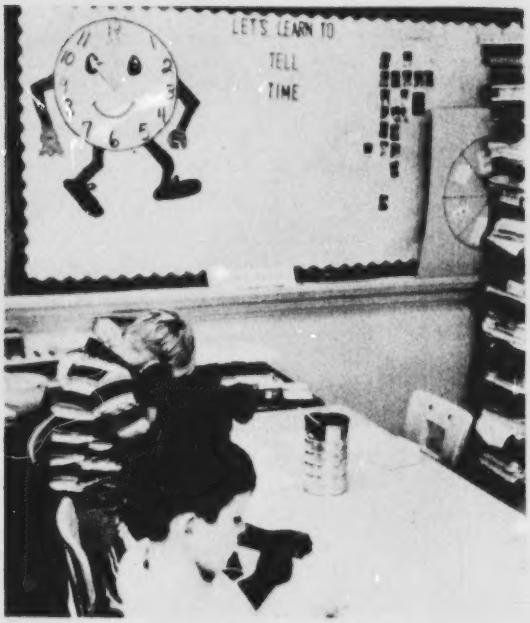
TASTE CENTER

1. Taste all or some of these mysterious samples.
2. Graph your findings for the samples you taste.
3. Add some of the samples to the applesauce or the water.
   a. How is the taste effected?
   b. What other changes have you noticed?
4. Add new words that describe your taste to our Taste Chart.
5. Write your favorite taste words in your dictionary.
6. Match sample number or word to picture of sample.

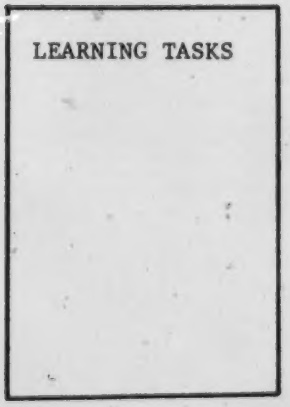
Five Children May Participate

	1	2	3	4	5
Sour					
Sweet					
Hot					
Salty					
Bitter					
Tangy					
Bland					
Other					

Necessary furniture and materials are available for achieving the learning objectives of the center.



Recording Student Progress - A sheet that indicates learning tasks, skills or objectives to be accomplished in a center may be attached to each child's file folder. The teacher or child checks off the learning task or skills as they are completed. The children carry their individual file folders with them from center to center. Unfinished work is kept in the folders.



■ Learning Activities (Task Cards) - The different learning activities may be written on task cards and chart tablets or recorded on tape. These activities should relate to the objective; provide different kinds of activities ranging from concrete to abstract in order to accommodate varying abilities and learning styles; invite students to work independently with materials, games, or filmstrips; and be changed frequently to provide different choices for the students.

[1] Using sight, smell, taste and feel, compare:
1. unpopped and popped corn
2. unbuttered and buttered corn
3. unsalted and salted corn

Record your findings by:
1. contributing vocabulary to the word wall or
2. using the tape recorder or
3. writing your findings.

Work with a friend if you like.

[2] Using the magnifying glass, compare:
1. uncooked--cooked corn
2. unsalted--salted corn
3. unbuttered--buttered corn

Describe differences you may notice by:
1. drawing
2. recording on tape
3. dictating to a friend or the teacher
4. writing

[3] Use a unit of measurement you devise from those materials to compare the differences in amount, weight, volume, and size of unpopped and popped corn.

Record by graphing:
1. picture graph
   line graph
   bar graph

[4] Record the story of the corn-popping experience by drawing at least four pictures. See if a friend can arrange the pictures in sequence. Be ready to share with others.

[5] Tell about other times you remembered as you popped the corn this time. Did this experience remind you of a certain person, place, or time? Share your thoughts by drawing, painting, dictating or by writing.

[6] What causes corn to pop?

How can you find out?

Please make a note of the books and page numbers so you can share information with others.

[7] From the corn-popping experience make a game of Bingo. Think about vocabulary, sequence, phonics, etc., for some ideas for the game.

Teacher Behavior

There are two avenues of control through which teachers manage their classrooms and exert influence over children's behaviors. These are antecedent events (input) and consequences (pay-offs).

The teacher has a great deal of control over the antecedent classroom environment. The model teacher, through the use of learning centers, small group instruction, and a varied curriculum, has perhaps a better opportunity than most educators to control student behavior.

The teacher can organize and program the classroom structure and the learning tasks to maximize the probability that each child will attempt some productive behavior. By providing a variety of options at each center and focusing on each child's interests, the teacher can make it possible for all children to be successful at academic tasks. Through individual record keeping the students see their daily progress.

This makes it possible for the students to view themselves as learners and enables them to try more difficult tasks.

Some children come to us with a history of failure. They see themselves as incapable. Because of this they are not free to experiment and attempt new things. Overcoming this failure cycle and initiating success experiences are perhaps a teacher's most difficult, but most rewarding, challenges. When children are experiencing success in their school life, very few aggressive and disruptive behaviors occur in the classroom.

The wise use of consequences is the second means of controlling classroom behaviors. If an appropriate behavior is followed by a positive consequence, it is highly probable that the behavior will recur. The teacher's interactions with students offer a variety of positive consequences that can follow attainment of learning goals.

Smiles, nods, pats on the back, and the right kind of praise are all powerful building blocks for a good self-concept. The teacher also allows the student access to reinforcing activities such as special books, records, games, and projects, as a consequence to successful accomplishments. As achievement he tends to view academic work as more attractive and becomes motivated to enter into new activities.

The wise use of classroom procedures that provide for an increase in academic and social competency and the consequent availability of positive reinforcers will contribute to the child's freedom to learn as well as his sense of well-being and self-esteem. As a result of these positive experiences in his environment he will tend to view himself as a capable and likeable person.

Example:

Situation: Although she is a good reader, Susan has never chosen to read a book during child selection time. The teacher would like to see her begin to read for pleasure.

Antecedent: Teacher knows that Susan has recently acquired a new puppy. At the reading center the teacher has provided a book about the care and training of puppies. She calls this to the attention of the class when she is discussing new materials at the center.

Behavior: Susan chooses and reads the book.

Consequence: Teacher says, "I'm happy you chose to read a book today, Susan. You're such a good reader, I know you learned a lot. Tell me about your new puppy.

Susan received positive reinforcement for choosing to read and for being an accomplished reader. She also was reinforced by the teacher's interest in her pet. Hopefully, she also received intrinsic reinforcement by learning how to handle her puppy.

Outcome: It is highly likely that, if the teacher continues to consider Susan's interests in providing books and if she reinforces the reading behavior in a positive way, Susan will soon become an independent reader.

PARENT INVOLVEMENT

The major goal of Parent Involvement as outlined by National Follow Through is to have an effective working relationship between the school and the family. This relationship fosters harmony and understanding to enrich the development of children.

In Follow Through, parents have the right and the responsibility to contribute to their children's education. This attitude is fostered by:

inviting parents to participate in classroom activities to enable them to gain a realistic understanding of the school environment and provide individual attention to children in the classroom.

inviting parents to come for an individual conference with their child's teacher at the end of reporting periods.

teachers being prepared to help parents understand what is happening in the classroom and to offer suggestions of ways to reinforce the children's learning at home.

To begin the year, teachers make a home visit during the first few weeks of school to become acquainted with each student's parents, to explain plans for the school term, to invite the parents to visit the classrooms and to enlist their help as resource people to the classrooms.

- Teacher's Assistant - Each Follow Through classroom employs a full-time teacher's assistant; priority is given to hiring low-income parents of Follow Through students for paraprofessional staff positions.

- Parent Volunteers - Parents serving as volunteers assist teachers in meeting the unique needs of each child. The increased ratio of adults to children allows the teacher to plan for and expand on a greater variety of learning activities for the children.

- Policy Advisory Committee - The Policy Advisory Committee is a parent group selected by Follow Through parents which advises the program director on matters of policy and helps at the decision-making level of the program. The committee approves the yearly proposal and budget, assists in the evaluation of the program and provides funds and coordination for parent activities.

INVOLVING PARENTS IN THE CLASSROOM

Parents are welcome in the classroom at any time. Sometimes a parent may feel uncomfortable during the first visits, however teachers and children like having parents visit and soon they become involved in classroom activities. Teachers are prepared to help parents understand the events in the classroom and what they can do to work with the various committees.

Some parents schedule a regular time to work in the room and plan ahead with the teacher for the time. Others drop in when they have an opportunity. Parents may choose to work in areas such as:

Writing

Children are encouraged to make up their own stories and adults write these from the child's dictation until the child is able to write independently.

Reading

Parents may be asked to read to the children or listen to them read. It is very important for the beginning reader to have someone to listen and to help with difficult words.

Math

Parents may help children count various objects, use various measuring tools, and sort things into sets. Supervising and checking worksheets is helpful.

Games

Reading, writing and math skills are practiced while the children play games they enjoy. Adults may help explain the games and see that rules are followed.

Science

Parents may help children plant seeds, make weather charts, conduct experiments with magnets, and explore nature around the school.

Cooking and Tasting Experiences

Many parents enjoy cooking and can use their talents to help children with cooking ventures.

Specialties

Anyone having a hobby, an unusual occupation, or a knowledge of different cultures can be an important resource for children's learning. Parents let the teachers know they would be willing to share with the classroom.

Art

Children are encouraged to use their imaginations and the wide variety of materials used allows for some unusual results. Children enjoy adult appreciation and adults do not need to be artists to help.

As you see, there is something in the classroom to fit most adult's interests. Parents enjoy seeing the children at work and just lending a hand with general activities. Once the children get to know adults, they are accepted as "teachers" and friends.

DEVELOPMENT OF SKILLS

Development of Reading Skills

Many skills are involved in learning to read. A language experience program provides the foundation for a successful start in learning to read and can relate reading to the child's existing level of language development. Meaningful instruction in the skills or reading is provided by pupil-composed materials in a language experience framework.

The language experience approach uses oral and written language drawn from personal experiences of the children to develop reading skills. This approach to reading is not dependent upon commercially prepared materials although a teacher may choose to combine language experience materials with selected commercial materials.

How the language experience approach can be implemented to teach the important skills of reading follows:

- Language Experience Approach - The role of success in learning to read is extremely important, and the language experience approach emphasizes success. The beginning reader is able to read his dictated stories since he is certain of the content of these stories. The beginning reading stage is crucial since later attitudes and achievement are influenced by a child's progress and reactions to the initial instruction. A child who experiences considerable frustration in beginning reading is very likely to develop a dislike for reading which will be a barrier to progress at later stages.

A child enters school with considerable competence in oral language, and instruction in reading should be integrally related to the existing speech development. As a child first learns to read, one learns to recognize printed symbols and to associate the printed word forms with meanings built up through previous experience.

Before a child can comprehend the printed symbols of reading material, one must first be familiar with the oral language symbols which the printed words represent. The words a child encounters in beginning reading should be words which are already in the listening vocabulary. If the child has already learned the meaning of words seen in print, one can relate the printed symbols to concepts already known.

The language experience approach relates reading to writing as well as speaking and provides children with the opportunity to write extensively. The reports of the National First Grade Studies indicate that attention to writing experiences in conjunction with reading instruction is valuable.

Uses of Basal Readers - Within the Language Experience Approach, basals serve a variety of needs but are not used as the only or the major source of reading. The use of basal readers, as well as other reading materials, should not limit teachers in their abilities to individualize the teaching of reading. Individualization can be achieved with reading materials by:

1. permitting pupils to select some of the stories they prefer
2. developing games and activities to go with stories children choose
3. enabling each child to see how other authors use the same ideas and language from their own self-made books and murals
4. providing opportunities for children to compare the language patterns to the language each child uses in writing his or her own stories, poems, or riddles

Basals are one of many resources for:

1. child-selection of stories to be read
2. development of comprehension and word perception skills
3. use as resource or supplemental reading materials
4. reading to and with children
5. assessment of a child's reading ability
6. preparing children for an experience, or extending an experience
7. directed reading-thinking activities
8. free-time activity
9. stories that children can read independently

Materials

Reading takes place through a variety of methods and activities with the use of varied commercial, teacher-made, and child-made materials.

Commercial materials include:

- library resources
- dictionaries
- magazines
- taped material
- menus
- children's newspapers
- children's magazines
- health pamphlets
- telephone books
- encyclopedias
- cookbooks
- paperbacks
- boxes/bottles/labels
- baseball cards
- records
- atlas/maps
- recipes
- catalogs
- reference books
- tapes with books
- newspapers
- crossword puzzles
- trade books
- puzzles
- comic books
- basal readers
- films/filmstrips
- tapes
- Language Experience in Reading Kits
- Van Allen's published materials
- Bill Martin materials - Sound of Language
  - Instant Readers
  - Owl Series
- matching games
- trail games
- card games
- spelling games
- reading games
- concentration games
- lotto games
- scrabble games

Teacher-made materials are many and varied. They include:

- invitations
- pattern books
- shape books
- dittos
- signs
- task cards
- flash cards
- schedules
- bulletin boards
- poetry
- charts--
  - door
  - story
  - experience
  - weather
  - word
  - wall
  - helpers
- graphs
- word walls
- word bubbles
- word lists
- word trees
- word puzzles
- word banks
- word mobiles
- word rings
- choral readings
- stories
- songs
- calendars
- posters
- talking murals
- dictation
- directions
- story starters

Child-written materials are an important part of the language experience program. Through development of materials, the child learns, practices, and refines his communication skills. Child-written materials include:

- individual and group books
- pattern language books
- information charts
- taped books and stories
- word dictionaries
- sentence strips
- pictures and words
- crossword puzzles
- creative writing
- record-keeping folders
- dictated stories
- information charts
- book reports
- talking murals
- bulletin boards
- shape books
- language books
- word books
- word banks
- word charts
- word walls
- word rings
- door charts
- story charts
- word trees
- calendars
- poems
- labels
- menus
- graphs
- worksheets
- songs
- letters

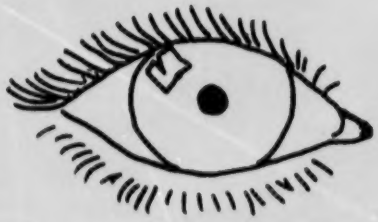
- Auditory Discrimination - The ability to distinguish likenesses and differences in the sounds of spoken words is a skill important for success in initial reading.

The ability to discriminate similarities and differences in sounds is particularly important in both beginning and rhyming sounds.

The way to start is to use words the children know and to keep the decisions they must make simple and within their capacity.

For example, groups of three names, two of which have the same beginning sound and one with a different beginning sound can be used as children are asked to indicate which two names begin alike.

- Visual Discrimination - Visual discrimination of likenesses and differences in letters and words is required in learning to read.

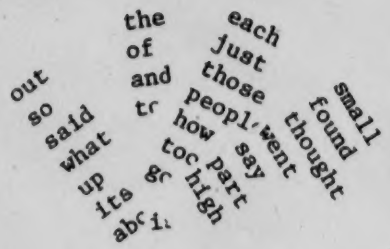


The pupil-authored materials of the language experience approach offer many opportunities for teaching visual discriminition in a reading-type situation.
For example, with the first experience stories in kindergarten and grade one, the teacher can have pupils match letter, word, phrase, and sentences in their stories. The teacher can direct the children to notice distinctive word features such as length and shape.

- Word Recognition - Word recognition involves the ability to use context or meaning clues, phonetic or sound clues, and structure or sight clues.

The skills should not be too complex so that children will be able to work out their own reliable systems. There must be some pattern to the development of these skills or the children will develop too many different systems.

The best way to introduce children to skills that are functional is to use words they have selected from their own individual speaking-meaning vocabularies. Then, word recognition becomes the act of simultaneously seeing the word and identifying its meaning.



Phonics - An approach which refers to studying speech sounds in whole words rather than studying single sounds is preferred in teaching phonics in the language experience approach.

In the teaching of the association of a sound with its printed counterpart, the teacher should provide auditory and visual experience with the sound and letter form and should demonstrate the application of the sound-symbol relationship to attack an unfamiliar word in context. Since phonics instruction aims to equip children with a tool for attacking unfamiliar words, the application step must be stressed.

The first particular sounds to be identified are dependent upon the words that the child has come to know. The first group of words selected to develop phonetic understandings should be words that begin with the same consonant. The more words used to illustrate a particular sound, the easier it will be for children to hear and identify it as a distinct sound.

For example, in working with the initial sound of "m", the teacher may group several children together and ask them to find all of the words in their stories or word banks which begin with "m". The instruction will include hearing the sound of "m" as the words are said aloud. Then, several words familiar to all the pupils will be listed to enable the children to see the visual form of "m" in whole word forms. Sentences can then be written with a new word beginning with "m" in each sentence. The children can attack these words by using the phonic and context clues.

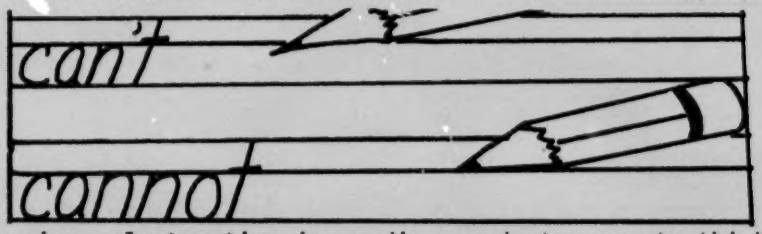
Examples might be, "When it is cold, you wear mittens," or "The milk is white." The children are told that they probably know all the words except the one beginning with "m" and are asked to think of a word which would make sense in each sentence.

Words which are already known by children can be used to demonstrate consonant substitution technique for attacking new words. The teacher might say, "You know the word ten. What word do you have if the "t" is changed to an "m"?

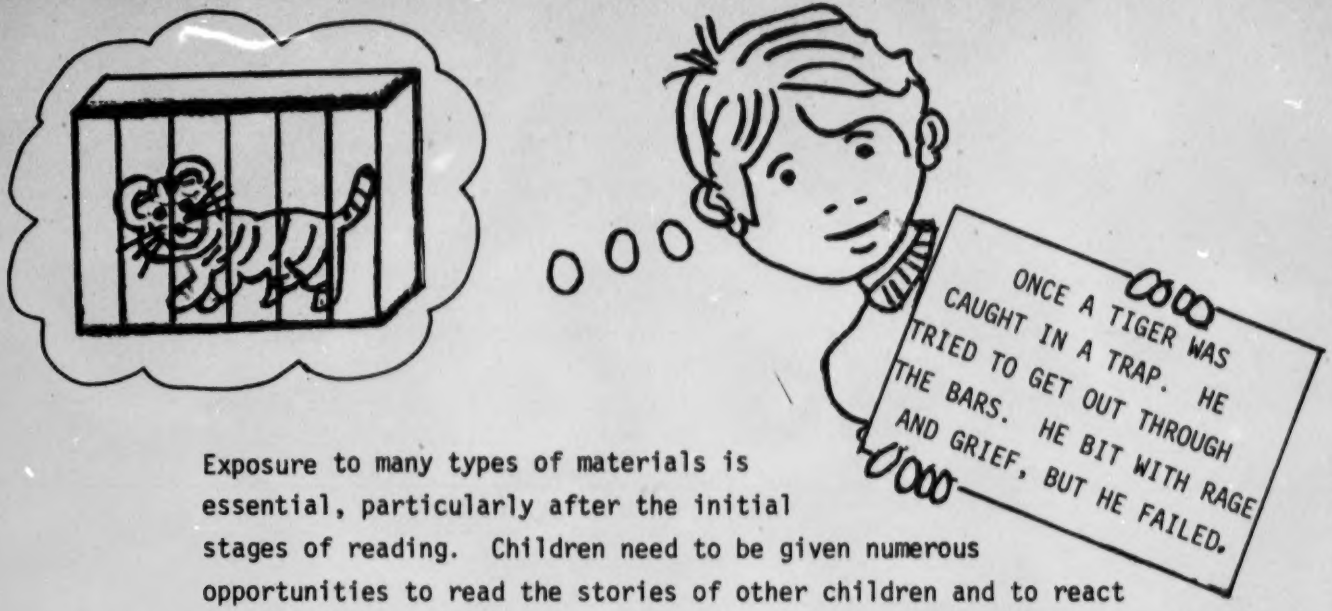
A similar procedure can be followed in teaching the sound-symbol relationships of the other consonants, the consonant blends, the consonant diagraphs, and the vowel sounds.

- Structural Analysis - Structural analysis involves attacking unfamiliar words by analyzing word parts. Children should be taught to look for compound words, roots, prefixes, suffixes, contractions, and known syllables.

These skills can be taught through examples from the personal and group experience stories and the word banks. Structural analysis of prefixes and suffixes should be illustrated in sentence context. In working with prefixes and suffixes, emphasis should be on meaning, not just on form or pronunciation. It is more valuable for a child to use meaningful sentences to decide whether wish, wishes, wished, or wishing is appropriate instead of merely writing the word wish with endings since it is only a sentence context that a child will know which form is appropriate.



- Comprehension - Instruction in reading needs to promote thinking as children react to content. Without comprehension, reading is of little value. While children understand the meaning of their own stories, they need to be equipped to derive meaning from materials written by others.



Exposure to many types of materials is essential, particularly after the initial stages of reading. Children need to be given numerous opportunities to read the stories of other children and to react through discussion in group situations to the meaning of various materials.

Development of reading comprehension begins orally as teachers ask children about books that are read aloud, or tapes, or movies. As the children begin to read, development of their literal comprehension skills is checked by asking if they understand the factual content of what they read. To develop interpretive comprehension skills, children apply the intellectual skills of sequencing, reasoning cause and effect, making inferences, predicting, drawing conclusions, and making generalizations about what is read. They also need to become increasingly able to interpret the motives of the characters and the purposes of the author by forming sensory images, by relating personal experiences to what is read, and by experiencing emotional reactions. Children also should be encouraged to evaluate the communication of others and respond to it in a personal way in order to develop critical comprehension skills.

Attention to increasing vocabulary and to facilitating expression in spoken and written language contribute to the interpretation of reading material. Exposure to literature read orally also requires interpretation of language symbols and enriches the knowledge background. As children react to each others' writing positively and constructively, they are actively involved in obtaining meaning from print.

- Using Dictation for Teaching Reading - The dictation of personal recorded languages becomes the child's beginning reading material.

Dictated language can be displayed in talking murals, on bulletin boards, on charts, with art work, and also put into groups or individual books.

Teachers then help children "process" their recorded language as they move them into the development of reading skills by:

encouraging children to read along as the teacher or other children read the dictation aloud

asking children to use crayons or magic markers to identify words they know (each child in his own dictated story)

having children mark words that are the same, words that begin alike, words that end alike, words with capital letters, punctuation that is the same (each category of words can be identified with a different color)

having children find rhyming words, words that are names (nouns), words of movement (verbs), descriptive words (adjectives and adverbs), including words of color, size, shape, sound, smell, taste, touch, emotion, and words of comparison and contrast.

With any set of dictation, mark only two or not more than three categories. From these words make chart lists and word walls or common words.

Have each child begin to develop a word ring, word box, or word book of these words. The words are then used as a source for games and activities that develop a sight vocabulary for reading.

Provide opportunity for children to move from tracing, copying, typing, and rewriting their dictated stories to writing their own stories and expressing their ideas, experiences, and emotions in various prose and poetry forms.

■ The Talking Murals - The talking mural is a cooperative project in which children's own language is combined with some type of art media. It is an expression of individual ideas developed from a common experience the children have shared. For example, it may be part of a social studies unit, a culmination of a trip, or a record of a cooking experience.

The talking mural is used in countless ways for both individual and group work related to reading skills development.

Children may identify orally, list, record on tape, or illustrate in some way the following:

rhyming words

words that end in s, ed, ing

words that have long vowels

words that have short vowels

words of different tenses

words that end in e

words that begin with blends

words that are opposites

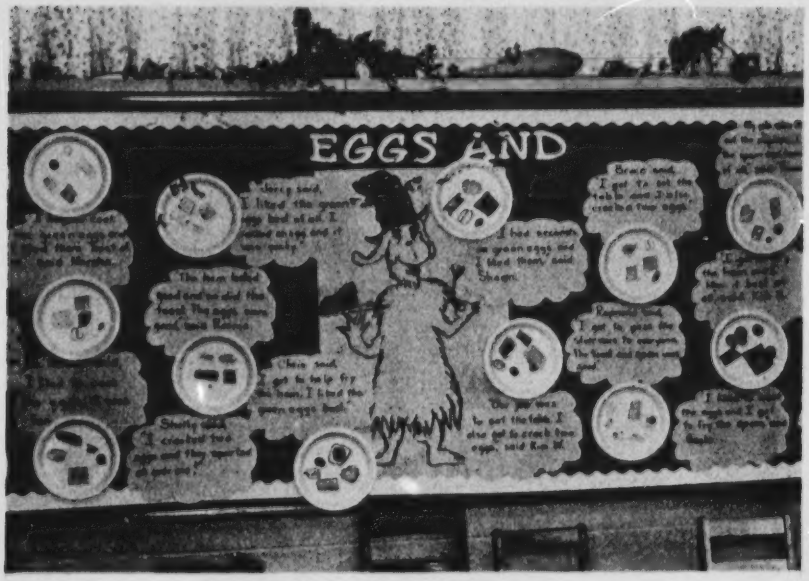
size words

color words

shape words

naming words

contractions



Development of Writing Skills

Daily personal writing is a natural, continuous part of the total language experience program, and an integral part of the living and learning in the classroom. Writing assignments are directed toward an individualized approach which respects a child's personal experiences and feelings.

- Dictated Stories - Dictation of a story to some other person (adult or older child) frees the child from having to deal with the mechanics of spelling and letter formation, and permits a freer flow of language.

Encourage children in the classroom to dictate stories which relate to:

personal drawings or paintings
personal experiences
feelings about something
observation and exploration
common experiences

Before dictation begins, the child needs to have an opportunity to organize thoughts by discussing the subject matter to be dictated with the person who will be writing what is said. This discussion will develop the skills of labeling, sequencing, summarizing, and critical thinking.

As the recorder writes down what the child has said, the recorder reads the words, and comments, as is appropriate for that child, about the alphabet symbol system that is being used for writing. Things the recorder talks about include:

that letters have names
that some words begin with capital letters
that the same letters are used over and over as the first letters of words
that some words appear over and over again
letter form
punctuation
spelling

The recorder rereads the dictation, checking to see if that is what the child said and inquires if any changes are to be made in the final product.

Giving the product a title helps the child develop comprehension skills orally by summarizing the main idea of what has been said.

■ Suggested Writing Ideas -

1. Observe nature. Talk about what you see. Write about it.

pets	snow	hail	change	an eclipse	grass
rain	wind	growth	river	pollution	tornado

2. Find interesting things to describe. Bring them into the classroom. (Children may take turns bringing their favorite objects also.) Arrange them on a table in an attractive manner. Children can work in pairs and describe the same object together, and record their descriptions. (Or the child may imagine to be the object. What are one's thoughts and feelings about one's self.)

a cupcake	a "junk" box	a stuffed animal	a collection of
a shell	a baby tooth	a living insect	tiny things

3. Mystery word. A mystery word is written on the blackboard. It can be real as long as nobody knows what it means, but it is generally more fun and works well if it is a strange-sounding, made-up word.

   Each person writes a paragraph or perhaps a short poem about the mystery word. This can be what it is, does, looks like. Have the "Mystery Writers" read their paragraphs aloud if they choose to do so.

4. Is it catching? Each child will draw a "germ" of his own invention (a sleep-late-in-the-morning germ or a tooth decay germ, or a headache germ, are examples). Have them tell or write about their germs.

5. Working from a given beginning (beginning sentences or phrases).
   I was an acorn lying in the tall grass. . .
   I wish I could. . .
   It was the middle of the night and everyone was asleep. . .
   The children were playing on the beach when they found strange footprints in the sand. . .
   When I heard the door open, I turned around quickly. . .

6. Use of language patterns. Models of language that have repeating patterns and dependable lines help children develop predictive skills in reading. Children should be given opportunities to create their own writings using various types of patterning.
   Examples:
   (a) Brown Bear - (Bill Martin Instant Readers Level 1)

   A good example of cumulative sequence

   Try: a pattern developed around a holiday theme.

   White Ghost, White Ghost,
   What do you see?
   I see a Black Cat
   Looking at me.

   Black Cat, Black Cat,
   What do you see?
   I see a Yellow Pumpkin
   Looking at me.

   (b) This Is the House That Jack Built

   Try:

   This is the dress that Rosie wore
   This is the ice cream that spilled on the dress that Rosie wore.
   This is the boy that dropped the ice cream that spilled on the dress that Rosie wore.

   (c) Little Black Bug (Poem by Margaret Wise Brown)

   Try:

   Little green snake,
   Little green snake,
   Where have you been?

   I've been under the lake
   Said the little green snake.
   Ssssss, Ssssss.

(d) I like it when _____.
I don't like it when _____.

■ Shape Books - Shape books are made by individual children or groups of children, and their original writings are put in them.

Shape books are made up of sheets of paper stapled together in a variety of shapes and sizes. The covers are usually made from stiff paper and decorated by the children.

Shape books provide meaningful activities in which the children develop their ability to use punctuation, capitalization, and spelling; to write neatly; to organize ideas; and to use good sentence structure. As a child authors numerous books, simple as they may be, it is discovered that these writing skills are important.

The shape of the book depends on the topic. For example, a book about a trip to the fire station might be in the shape of a fire truck.

■ Pointers -

1. In making shape books, encourage children to be original in their comments, rather than saying what someone else does.
2. Combine thoughts of individual children into group books after individual books have been made.
3. Encourage neatness in written text so children can read each others' books.
4. Pictures may be either drawn or cut from magazines to illustrate books.

■ Other Book Ideas -

1. What I Hate
2. What is Quiet?
3. If I Could Fly
4. What Mother Forgot
5. What Has Four Feet?
6. What Can Talk?
7. What I Like
8. What Goes Slow?
9. What Goes Fast?

Hardcover Books - Happiness to a young author is the pleasure of seeing his or her very own written creation bound in a hardcover book!

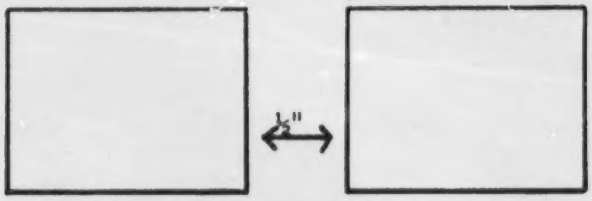
Hardcover books can represent the efforts of one child, two working together (perhaps as author and illustrator), or several children developing an anthology. Dictated materials as well as those written independently can make up the book.

Hardcover books fit well into classroom libraries. In school libraries they could be cataloged and placed on the shelves with commercially published books or shelved as a special collection.

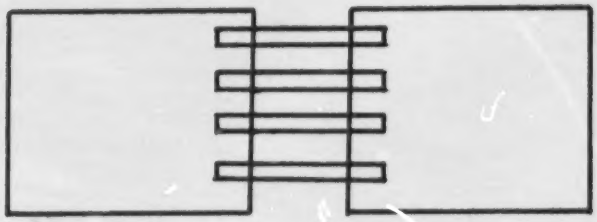
When planning to make hardcover bindings, enlist the help of everyone to collect the cardboard and cover materials needed. Cover materials include fabric scraps, wrapping paper, adhesive shelf paper, and wallpaper.

Directions for Hardcover Books -

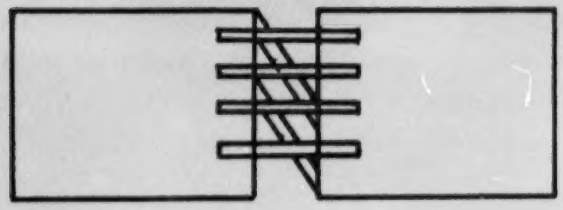
1. Take two pieces of cardboard which are the same size and lay them side by side, leaving about ½ inch of space between them.



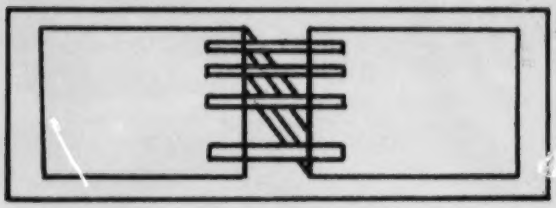
2. Take four or five pieces of masking tape and run them horizontally across starting at the top and bottom, and two or three across the center.



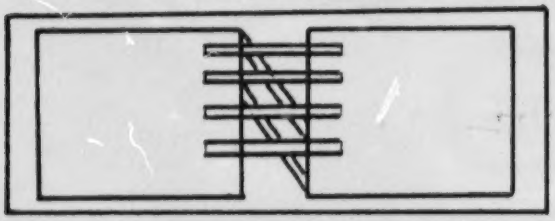
3. Take two long pieces of masking tape and run them vertically between the next two pieces of cardboard on the front and back.



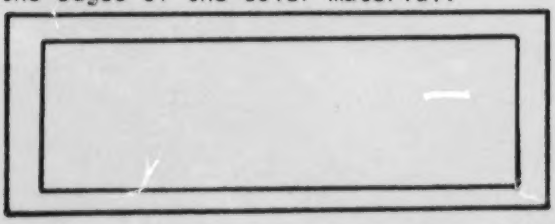
4. Now take material (wallpaper, contact paper, wrapping paper, or whatever you would like for a covering and cut it to cover the entire cover, leaving an extra inch all around.



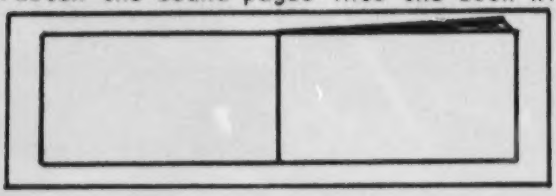
5. Glue the cardboard to the cover material. Fold the edges of the cover material around the cardboard, pulling the edges of the cover tightly to remove any puckers or bubbles.



6. Cut a piece of colored construction paper large enough to cover the inside of the book cover; paste it in place over the edges of the cover material.



7. Fasten the bound pages into the book with book binding tape.



8. The cover is complete and can be decorated and the title put on it at a later time.

9. To put leaves in the book, you may use large sheets of paper folded in half. To attach them you may stitch them in, use brads, or staple them.

Words All Authors Use -

A a

a
about
after
again
all
along
also
always
am
an
and
animal
another
any
are
around
as
ask
asked
at
ate
away

B b

baby
back
ball
be
beautiful
because
bed
been
before
best
better
big
black
blue
book
both
boy
box
bring
brother
brown
but
buy
by

C c

call
came
can
car
cat
chair
children
Christmas
city
clean
coat
cold
come
coming
could
country
cow
cut

D d

daddy
day
dear
did
didn't
do
does
dog
done
don't
door
down
draw
dress
drink

E e

each
eat
egg
eight
end
enough
ever
every
eye

F f

fall
far
fast
father
few
find
fine
fire
first
five
fly
for
found
four
friend
from
full
fun
funny

G g

game
gave
get
girl
give
glad
go
goes
good
got
grade
green
grow

H h

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hand
happy
hard
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his
hold
home
hope
hot
house
how
hurt

I i

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J j

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just

K k

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kind
know

L l

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last
laugh
left
let
letter
light
like
little
live
long
look

M m

made
make
man
many
may
me
men
milk
money
more
morning
most
mother
much

N n

name
never
new
next
nice
night
no
nobody
none
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O o

of
off
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old
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only
open
other
our
out
outside
over
own

P p

paper
party
pass
past
pay
people
pet
pick
pig
place
play
pretty
pull
put

Q q

quick
quiet

R r

rain
ran
read
ready
red
ride
right
room
round
run

S s

said
saw
say
school
see
seven
shall
she
should
show
side
sing
sister
sit
six
sleep
small
so
some
soon
start
stay
stop
story
street
summer
sun
sure

T t

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talk
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time
to
today
told
too
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try
two

U u

under
until
up
us
use
used

V v

very

W w

walk
want
warm
was
wash
water
way
we
week
well
went
were
will
wish
with

Y y

yard
year
yes
you
your

Z z

zipper
zoo

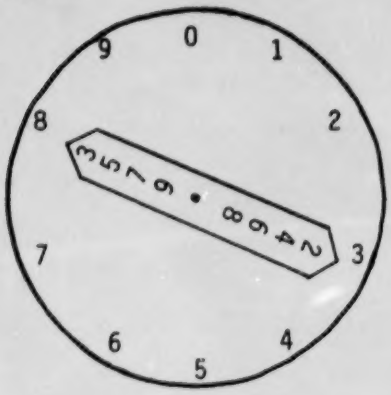
Development of Mathematical Skills

The main emphasis of mathematics instruction in Follow Through is upon learning concepts and skills by working with concrete objects. In this way children learn that math concepts and skills grow out of the natural environment and not solely from the rote memorization of abstract symbols and operations. Children learn mathematics concepts through an individual reasoning process involving: 1) exploration with concrete experiences; 2) offering and testing hypotheses, and; 3) drawing conclusions. Any new math concept should be presented in this order.

The theoretical basis for much of this program is derived from Piaget while its practical applications lean heavily on the materials prepared by the Nuffield Mathematics Project. What the Nuffield Project and other similar approaches have done is to show how a mathematics curriculum can provide activities for children which match the different developmental stages of cognitive development as described by Piaget. Piaget describes intellectual development as proceeding from concrete operations to more abstract processes.

Mathematics skills can be learned and assessed during any activity at any time of the day. Cooking, athletics, intellectual kits, building blocks, are all experiences within which children can learn concepts and demonstrate their understanding.

■ Spineroo - Children needing practice in basic addition can use Spineroo alone or in small groups. The game is played with a cardboard circle and a spinner. Numbers - through 9 are placed equidistant around the circle.



The numbers 2, 4, 6, and 8 are written on one end of the spinner, 3, 5, 7, and 9 on the other end. The spinner is fastened loosely to the center of the circle with a brass paper fastener.

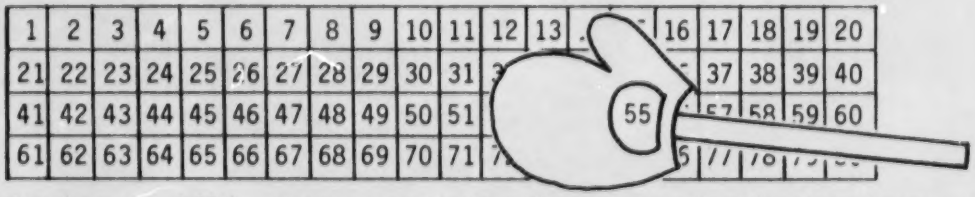
Before the game begins, the players decide which number of the spinner they will use the first time around the group.

The children take turns at flipping the spinner. When it stops, the player must give the sum of the number pointed to and the designated number on the spinner. Answers should be kept handy for reference. Example: 2 + 3 = 5

Children may try several adaptations of the basic game. One is to add each of the numbers on the end of the spinner to the number being pointed to. Example: 2 + 3 = 5; 4 + 3 = 7; 6 + 3 = 9; 8 + 3 = 11

For each spin they may choose two numbers on the spinner, one on each side of the spinner, to add to the numbers being pointed to. Example: 3 + 2 + 3 = 8; 8 + 3 + 2 = 13

■ Baseball Glove -



Teacher or child exposes one number through opening in the glove. Child is asked to tell what number comes before or after the number. Variation: Two numbers are exposed and child is asked to give difference or sum.

■ Number Games -

The Perfect Palindrome - A palindrome is a regular kind of number of any size. You can approach it from the front or the back and it still looks the same (212, 707, 999).

You can ultimately arrive at a palindrome by using addition. Take the number 137. It is not a palindrome, but reverse it, add and it becomes one: 137 + 731 = 868

Some numbers take a little longer:

68 + 86 = 154 = 451 = 605 + 506 = 111

Some numbers take much longer. Try 89, but make sure you use a large piece of paper! (Note: Some words are palindromes too: wow, dad, radar, peep.)

6174 Every Time - This game uses both addition and subtraction to arrive at the answer 6174. The number of steps may vary but 6174 will always turn up.

Pick four different numbers from 0 to 9. For example: 7, 8, 2, 3. Arrange them to make the largest number possible: 8732. Now arrange them to make the smallest number possible: 2378. Subtract the smaller number from the larger one: 8732 - 2378 = 6354.

Now take the answer and arrange those numbers to make the largest possible number: 6543, and the smallest number 3456. Subtract the smaller number from the larger one: 6543 - 3456 = 3087.

Continue the process: 8730 - 0378 = 8352 - 2358 = 6174

Development of Test Taking Skills

Test taking centers have become an integral part of the Follow Through classrooms. This is a center designed to help students learn to take standardized tests. They are not taught the contents of specific tests but rather the procedures and strategies used in a variety of standardized tests. Standardized tests have become a part of every child's school experience and even extend beyond school into other areas of life. Teachers should be aware that at some time in every child's life it is likely that he will be given

a test and an important decision will be based on the outcome. This does not mean school testing only. Perhaps the important test is one to determine who gets the desired position in business, the chosen specialty in the service or a civil service rating. It is a safe assumption that the individual who is adept at taking tests will score higher than one who has not learned to be comfortable in a testing situation.

There are two types of skills needed to perform well on a standardized test:

1. The cognitive ability or basic skill that the test is designed to measure, and
2. The ability to demonstrate that cognitive ability or basic skill within the test situation.

The first type of skill is, of course, covered in every classroom. Children are taught basic skills every day, but if they cannot demonstrate this knowledge by scoring well on standardized tests that most school systems administer at the end of the year, the teacher has no proof they were taught.

Instruction in test taking is a valid part of any curriculum. It is a language experience that is continuous and critical throughout the school life of the child. Yet there are certain skills and abilities in test taking that are not inherent in any curriculum except by implication. For example, the reading experience which consumes the majority of time and the major emphasis in most elementary classrooms is verbatim oral reading. This skill is not required in any standardized reading test.

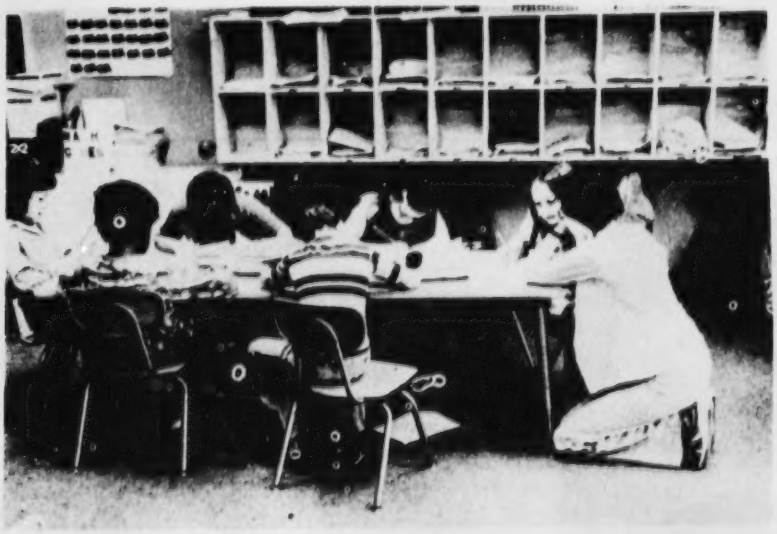
Teachers should become familiar with the standardized tests given in their school systems. They should be aware of the format used in each test and provide their students with activities that will give practice in dealing with these formats. The mere fact that in some test items an oval shaped space must be filled in, while in others a check mark is sufficient, may confuse a child enough so that the score is depressed. With practice, the format becomes understandable and non-threatening.

Experience is needed with time limits and the process of guessing to avoid some obvious mismeasurement. A student might work two-thirds of a math subtest and miss only one item. Yet, if one-third of the test were omitted because of uncertainty of the correct answer the score would not be a valid measurement of math ability. If the student had been taught to guess when

time was running out, the score would be more comparable to others with the same degree of knowledge but better test taking skills. Of course, if time were not the problem, the student need only to be taught to answer even though the answer may be wrong. Perhaps this is the most important of all test taking skills--the requirement that a child make a choice for each item on the test. This is different from many learning situations where omitting or procrastinating is permissible.

The test taking center provides a place and activities where children have continuous contact with the processes required for test taking. The teacher strives to establish a positive attitude on the part of the student toward test taking procedures in this game-like, non-threatening environment.

The basic recommendation for improving test performance is to make the student more comfortable by eliminating the unknown aspects of the testing situation. The child should be taught to view the test as a game that must be played or a contest that should be tried. A test should be no less fun than a game of checkers or Monopoly when one knows how to play.



LEARNING EXPERIENCES

In the Follow Through Program, a very necessary part of the curriculum is a learning environment in which children have a multitude of opportunities for self-expression--to imagine, to explore, to reason, to select.

Children are encouraged to make personal and divergent responses to ideas and situations.

Creative learning experiences might include:

1. discovery approach
2. arts and crafts
3. cooking
4. dramatics
5. writing
6. intellectual kits
7. games
8. field trips

Discovery Approach

for viewing one's real and imaginary words from new perspectives

for acquiring language to describe these worlds in new ways

for introducing new concepts and relationships

Example of a discovery-approach experience

Invitation

SMELL

TASTE

WHAT DOES POPCORN REMIND YOU OF?

SOUND

Directions - While the corn is popping, use these questions as a guide for observation. Choose task cards to help record observations.

1. What happens when the oil is heated? How does it sound? smell? look?
2. What changes take place after the popcorn is added to the oil?

Arts and Crafts

Art education is a meaningful force in the total learning program. Working with a variety of materials in arts and crafts gives children an opportunity to think and feel differently about the same things. There is not always one "right" way. The "right" way is the way that makes one feel happy and satisfied with one's work.

Through art experiences, a child builds a base for creative language expression from ideas that form during the process of exploring with materials. Art is a means of communication; children paint feelings more than things, and it is in the doing, making, and creating that a child grows.

Working with a variety of materials in arts and crafts gives children an opportunity to express themselves through various mediums. Emphasis should be on the process rather than the finished product. Present the material and allow for exploration.

■ Leaves for a Tree -

Materials needed: white construction paper, two colors of tempera paint, and wax paper

Drop a little paint of the two colors in the center of the white paper. Cover with a sheet of wax paper. With the palm of the hand, gently push and press the paint. Do not use the finger tips as it may tear the paper.

Leave the wax paper on top of the leaves until the paint dries. This may take two or three days, depending on the amount of heat in the room.

When dry, peel the wax paper off, and cut around the paint to remove the white paper. Paste above the tree trunk that has been painted, straw blown, or cut from construction paper.

- For a Spring Background - Mix a little powdered cream, such as Coffee-Mate, with a little food coloring and water to the consistency of a water base paint. (Do not use easel paint to color the cream.) Paint an entire background for a picture. When dry, this will leave a sheen on the paper. After the paint is dry, paint, draw, or glue on designs.

- Painting With Objects - After painting a background with the powdered cream mixture or tempera paint, let it dry. Then use different brushes from your kitchen, forks, spools, or vegetables, such as celery or lettuce leaves dipped in tempera paint and make designs on the paper.

- Crumpled Brown Paper - You will need crumpled brown wrapping paper or paper bags. Open the wrapping paper or brown bag out flat and rub it with vegetable oil. Use crayons to make designs. This is good for November or Indian projects.

- Masking Tape on a Bottle - You will need masking tape and a bottle or jar. Begin at the bottom of the bottle and stick on small torn pieces of masking tape. Overlap each piece and cover the bottle. Rub over the finished bottle with shoe polish, then buff.

- Hand Prints or Sponge Leaf Prints - Place a folded paper towel in a foil pan. Pour a little green, orange, and red tempera paint onto the paper towel. Do not mix. Hold a child's hand and press it on paper.

  or

  Cut a sponge into leaf shapes and place them in the paint carefully then press on paper.

- Collage Box -

Material scraps	Shells	Paper Doilies
burlap	Acorns	Wall paper
cotton	Foil	Gift wrapping paper
velvet	Seeds	Paper baking cups
lace	Straws	Paper plates
ribbon	Leaves	Toothpicks
rick-rack	Rice	Buttons
fur	Cereals	
felt	Sponges	
Yarn	Macaroni	
Feathers	Leather	

- For a Frosty Look - Mix three parts Epsom Salts with one part water. Mix about ½ pint at one time. Do not stir very much. Brush this in one direction over a finished winter picture that has been done on dark blue paper.

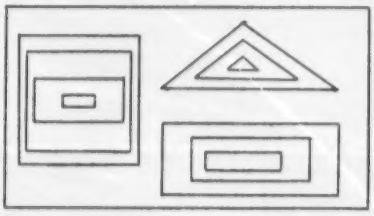
- Crayon Resist - Draw a design or picture on an entire page of white paper with crayons. Go over the design several times to get a good layer of wax on the paper.

  Put the paper in water and get it completely wet, then crumple it into a tight ball. Lay the wet paper on newspaper and paint over the entire picture with thin tempera paint.

  After painting, put the paper back in the water to wash off the paint. Spread the paper flat to dry. When dry, the paper can be ironed on the back side to make it flat.

- Marbled Paper, Flower Pots, or Jars - Fill a long metal pan half full of water. Drop several colors of oil base paint into the water. The colors will float. Use a stick to swirl the colors a little. Lay a sheet of construction paper, any color, on top of the water. Hold two corners of the paper and lift it up and lay it flat to dry. It will have a marble design. If using flower pots or jars, put the water and paint in a coffee can. Shaved colored chalk can also be used instead of the oil base paint.

- Cardboard Relief (3 Dimensional) - Cut cardboard into simple shapes and sizes and glue on top of each other to build a design. Glue this on one large piece of cardboard and paint over all this with tempera.



- Art Dough Recipe -

  4 C flour 1½ C water 1 C salt 1 T sugar

  Mix ingredients together and put on wax paper. Roll to 1/8" thickness. Cut into shapes and make a hole in the shape for hanging. Bake at 325° for ½-1 hour. Watch closely. After baking, paint with tempera paint. This dough can also be used for pottery or basket projects.

■ Metal Look from Burnt Brown Bags - Use common brown bags that you get every week at the grocery store. Cut three thicknesses of brown bag for each pattern and glue two of them together placing a 22 guage wire in between. Glue the third one on. Shape while wet. Let dry.

Brush both surfaces of pattern with a very heavy messy coat of "tacky" glue and immediately burn the glue by rotating pattern over a candle flame until entire pattern is black and "sooty". Let each piece dry over night.

When dry rub with a soft cloth to burnish the pattern. The cloth will clean off the soot and will burnish the design until it looks like metal.

Put a little gold paint or gold wax on your finger and rub over design to antique.

■ Play Dough Recipe -

1 C flour	1 t cooking oil	1 C water
¼ C salt	1 t cream of tarter	

Mix ingredients together and cook in a skillet like scrambled eggs. When it makes a ball and pulls away from the skillet, take it off the heat. Cover with a wet paper towel until cool. Put it in a plastic bag.

COOKING

A cooking experience is rich in learning opportunities. Therefore, it is used often in a Follow Through classroom.

Cooking gives children an opportunity to put to practical use their basic skills of reading and mathematics. To be a good cook, boys and girls must read recipes and instructions and measure ingredients correctly.

Cooking helps develop coordination and motor skills and makes the physical senses more perceptive. Cooking experiences can be integrated with lessons on consumer awareness, nutrition, science, arts and crafts, studies of other cultures and food service careers.

Along with enriching the academic curriculum, classroom cooking helps develop neat work habits, language growth, and congenial socialization as children work together in small groups. The majority of recipes given here are simple to prepare and the ingredients are economical, healthful and readily available.

RECIPE FOR IGLOOS

3 hard-boiled eggs
3 T. mayonnaise
salt and pepper
6 slices of whole-wheat, rye, pumpernickel or white bread
cream cheese

Peel the eggs and cut them in half. Mash the egg yolks in a bowl and mix with the mayonnaise and salt and pepper. With a spoon fill the egg white with the yolk mixture. Cut circles out of the bread slices. Spread cream cheese on top of each bread circle. To make the igloos, place half an egg, filled side down, on top of the cream cheese. Makes 6 igloos.

RECIPE FOR WALNUT TURTLES

6 T. cream cheese ½ t. honey
6 walnuts (12 halves) 12 small sesame-seed crackers
1 t. milk 30 raisins 1/8 t. cinnamon

Mix the cream cheese, milk, honey, and cinnamon. Shape the cheese mixture into 12 balls, each about ½" in diameter. Place a cheese ball on each cracker. Press a walnut half onto the top of each cheese ball. Use the raisins to make the heads and feet of the Walnut Turtles.

RECIPE FOR GOLDILOCKS'S BROWNIES

1 box yellow cake mix ¼ C. brown sugar
¼ C. water 2 eggs ¼ C. soft margarine
1 small package chocolate bits ½ C. nuts
Heat oven to 375°. Bake 20-30 minutes

Variations: Butterscotch brownies. Omit chocolate and substitute 1 cup butterscotch bits.
Coconut brownies: Add ¼ cup shredded coconut.
Spice brownies: Add 1 t. cinnamon, ½ t. nutmeg and ½ t. powdered ginger.
Simple frosting: Cream ¼ C. margarine, add 2 t. cocoa, 2 C. sifted powdered sugar, 2 T. cream or milk and 1 t. vanilla extract. Beat until smooth. Spread on brownies when they are cool.

Dramatics

Creative dramatics is the imaginative play in which a child relives familiar experiences and explores new ones. All language will thrive in an environment which encourages self-expression.

Creative dramatics provides opportunities for:

acting out roles, real and imaginary, that are impossible in real life

stimulating the imagination

projecting ideas and language through puppets

- Early Spontaneous Experience in Dramatic Play - This "trying on life" is part of the child's learning process. He spontaneously begins to use this means of self-expression by pretending to be:

  adults in the home, as well as other family members

  storekeepers

  teachers

  mailcarriers

  The role of the teacher is to establish dramatic play center or props which encourage the child to communicate about the grown-ups in the child's world.

- Whole Group Guided Activities -

  lighting and blowing out imaginary candles on a birthday cake

  examining an imaginary object (example: a diamond bracelet) handling it, looking at it, reacting to it, passing it along to the next person

  pretending to be grains of popcorn in a popper, gradually popping up as the heat is turned on

  sitting down in a chair, each time upon something different (a tack, your pet cat, your neighbor's hat, a chocolate cream pie)

  Gradually a few performers will be ready to show their skill in front of the class. Simple exercises can be repeated by several children. Some will simply repeat what has been done before, but others will add touches of originality. For example:

  show us how a tired person walks

  show us how an old, old man walks

  show us how a little girl creeps up behind her friend to surprise her

■ Dramatization of a Story of Nursery Rhyme - A good time to "pretend" a story is when the children have reacted vividly and want the story to continue. However, one cannot always wait for the right moment to arrive; the teacher should be ready to motivate the children by questions. For example, if the teacher were interested in playing "Little Miss Muffet", the question might be, "How would you feel if a spider sat down beside you?"

With young children, the play must begin with as little discussion as possible. Too much talk and their zest and enthusiasm vanishes. Briefly, the teacher and the children plan the scenes and the characters.

Planning the Scenes - In playing "Caps for Sale", for example, the children might suggest three scenes: 1) The peddler walks down the street; he is selling caps. 2) He rests under a big tree and encounters the monkeys. 3) The peddler walks back to town: he is selling his caps again. This is just a suggestion. Children may have more.

Planning the Characters - The teacher may ask the children: "How many characters will we need to play this story?" The children indicate that they need a peddler and a group of monkeys, The characters may be discussed with the children. "How does the peddler act when he wakes up and finds that all his caps are gone?" "What does the peddler do when he gets angry with the monkeys?" "Casting" the plays should pose no problem. Young children love repetition and the "audience" and the "actors" can exchange roles until all have had a turn.

Planning the Setting and Props - The informality of setting helps the development of imagination and prevents distraction of "things" getting in the way of the play. Sets and props should be kept simple in the housekeeping center. A table may function for the tree in which all the monkeys sit.

Playing the Story - What is the teacher's role as the action progresses? As much as possible the teacher allows the children

to play their scenes without interruption. Sometimes young children will "go blank" and need help from the group. Instead of suggesting dialogue or action to the child, it is better if the teacher again uses questions to stimulate creative activity: "Well, what do you think the peddler would do here?"

Evaluation - After each "cast" has played a story, the activity is evaluated. Praise is needed. "Wasn't the peddler great when he got angry?" Then the group can be directed into offering suggestions: "How did the peddler look when he realized his caps were gone?" Evaluating the activity in this manner can bring forth good creative thought.

Writing

Daily personal writing is a natural, continuous part of the total language experience program and an integral part of the living and learning in the classroom. Writing assignments are directed toward an individualized approach which respects a child's personal experiences and feelings.

- Dictated Stories - Dictation of a story to some other person (adult or older child) frees the child from having to deal with the mechanics of spelling and letter formation, and permits a more fluent language flow. Encourage children in the classroom to dictate stories which might relate to:

  a drawing
  personal experiences
  feelings about something
  observation and exploration
  common experiences

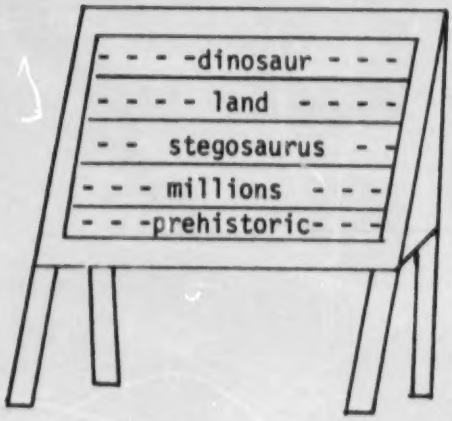
- Word Walls - Word walls are word lists developed by the children and teacher during discussion time and serve several purposes:

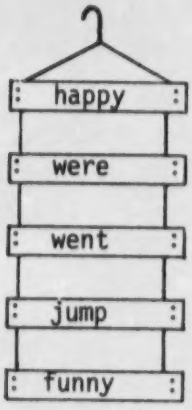
  a stimulus for vocabulary development - a resource for spelling
  a springboard for written expression - a tool for skill development

  Some different types of word walls:

  color words
  scary words
  fast words
  taste words
  happy words
  words about insects
  newspaper words
  said words
  funny words
  basic sight words

Examples of Word Walls:





Intellectual Kits

An intellectual kit is a collection of objects with at least one common attribute. The collection is made by the teacher and child from the child's environment. The intellectual kit may be used by the teacher as a means of helping children develop a range of skills.

■ Informal Lesson Development of an Intellectual Kit -

Intellectual Kit: Bottles

Materials: Toiletry bottles, food bottles, decorative bottles, medicine bottles, beverage bottles, etc.

Objectives: To develop some of the following intellectual skills:

- awaken sensory perception
- arouse curiosity
- encourage imagination
- foster recognition and discrimination
- foster the habit of labeling
- develop categorization skills
- develop spatial concepts, time concepts
- develop concepts of quantity
- develop concepts of change
- produce awareness of cause and effect
- facilitate both intellectual and social problem solving
- elicit and weigh alternatives in order to choose wisely or advantageously
- develop ability to be relevant
- foster creative processes
- guide child to differentiate fantasy from reality
- foster linguistic awareness

Preparation:

gather material
organize procedure possibilities
list some questions to encourage open ended responses e.g., where might you find this type of bottle? (recall); where do you think you could buy one of these? (association); what used to be in this bottle do you think? (identification); how might we group these? (categorizing); how are these different? think the bottle could be used for? (speculation); what does this one remind you of? (imagination); what might happen if we put the plastic bottle on something hot? (cause and effect)

Provide time and a place for exploration and manipulation of the materials by the children.

Extensions:

reading:
- making bottle books
- sentence strips
- labeling

art:
- bottle decoupage
- stamp printing using bottle lids

writing:
- labeling
- creative writing
- copying labels from bottles

Evaluation:

are children improving in their ability to think, draw conclusions, transfer
are the children able to verablize? where are their strengths and weaknesses
are the children showing questioning and exploratory behavior

Kits for Intellectual Tasks - Suggested Areas for Exploration

Balls:	basketball, baseball, football, beachball, soft rubber ball, hard rubber ball, golf ball, tennis ball, softball
Brushes:	toothbrush, paint brush, water color brush, make-up brush, hair brush, fingernail brush, back brush
Buttons:	dress button, shirt button, raincoat button, baby clothes button, shoe button, overcoat button, overall button
Chains:	iron chain from fence, yellow or gold metal chain, necklace chain, dog chain, key chain, zipper chain, tire chain
Colors:	Have a container full of different red things. Kits could be made up of different colors, a kit for each color.
Containers:	jars, bottles, cardboard boxes, tin boxes, bread sack, paper sack, cans, foil packages, plastic packages

Gloves:	man's leather glove, lady's dress glove, child's glove, garden glove, man's work glove, silk glove, rubber glove
Hats:	man's hat, lady's hat, ball cap, straw hat, cowboy hat, helmet, fireman's hat, policeman's hat, workman's cloth cap
Hinges:	door hinges, box hinges, cabinet hinges, table hinges
Keys:	house key, skeleton key, padlock key, bank key, diary key, jewelry box key, car key, locker key, large keys
Measuring: (Assorted)	rulers, tapes, glass cup, nested metal and plastic cups, measuring spoons, pint, quart, gallons, balance scales
Measuring: (Linear)	6" ruler, foot ruler, yardstick, sewing tape, metal tape, folding yardstick, rulers of plastic, wood and metal
Paper:	stationery, notebook paper, notepaper, notepad, graph paper, books, newspaper, wrapping paper, wax paper, shelf paper
Shoes:	baby shoes, sandals, cowboy boots, work boots, high heels, laced oxford shoes, fireman's boots, rainboots, tennis shoes
Spoons:	teaspoon, tablespoon, large serving spoon, slotted spoon, wooden spoon, plastic spoon, nylon spoon, iced tea spoon
Tools:	hammers (claw and tack), saws, screwdriver, pliers, plane, straightedge, wrench, miter box, drill
Towels:	hand towels, bath towel, dish (tea) towel, kitchen towel, baby towel, linen towel, beach towel
Others:	Combs Jewelry Feeling Kit Smelling Tasting Hearing Things in a Desk Drawer Socks Glass Objects Plastic Objects Things in a Suitcase Things in Mother's Purse

Game Experiences

A game might be used for:

reviewing and practicing skills

introducing new skills

recreation

Games for practicing skills might include:

classification games (practice putting related things together)

racing games with a master board, spinner, and many sets of cards for any skill needing additional work

card games - where each player collects three or four cards with the same common element. Games like Concentration and Lotto

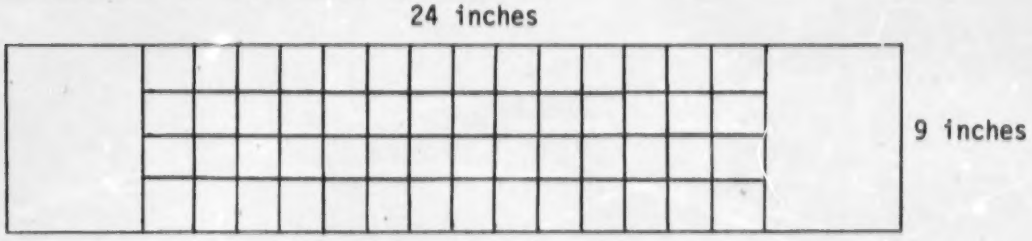
any puzzle that promotes recognition, characteristics, and related facts.

Making and playing games created a spirit of mutual helpfulness and friendship. It serves as an outlet for creative expression and fulfills the need of many children to engage in some successful endeavor each day.

Games may be made open-ended by using the same game and changing the cards used to play the game.

- Pellon Games - Pellon interfacing makes a very good game board. It is washable and stays in place on your desk or table. Permanent markers must be used to draw your game board. You can roll the game and store in covered cans such as Pringles. There is also room for your movers, game cubes and cards. In fact, every thing you need for the game.

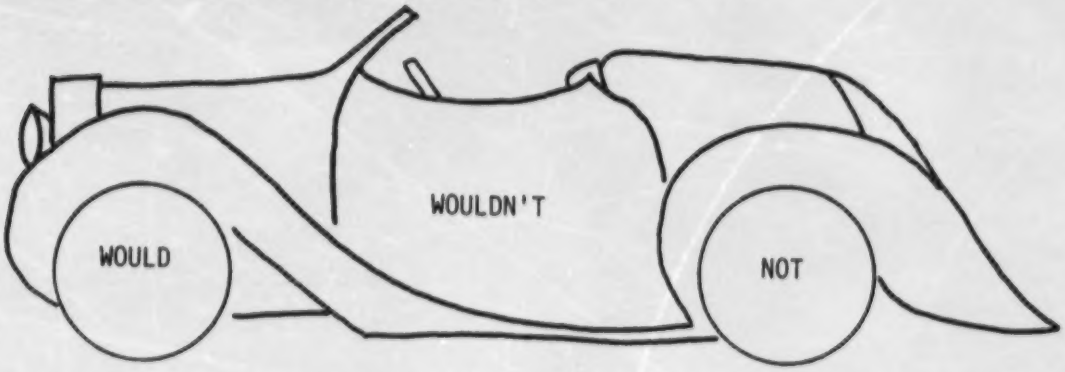
  Suggested game might be as below:



Directions (roll and put in can) -

1. Each player will have five disks.
2. Each starting at opposite ends of the game board.
3. The object is to see who can get the most of their disks to the other end.
4. If you land on top of your partner you remove him.
5. Roll the game cube to see how many spaces to move. Move any of five disks.
6. Answer the card correctly to move.

■ Contraction Car - Language concept - contractions are words that have been shortened by leaving out a sound or letter.



Directions -

1. Draw several cars on a piece of poster board or on a manila folder. Color bright colors or cut from colored paper and glue on.
2. Select contractions and print on side of car.
3. Print the words that have the same meaning as the contraction on two cards cut in circles.
4. Students complete activity by matching the correct wheels to the contractions on the car.

■ Concentration - Helps children check their understanding of equivalents. Three to six players may play. Twenty-four cards may be used to list twelve equals. An answer card showing the equivalents may be used with mathematics facts such as 4 x 5, 20; with homonyms such as maid, made; or any skills needing more drill.

Directions -

1. Turn all cards face down on the table.
2. The first player turns up any two cards.
3. If they show equivalents, he takes them and turns up two more cards.
4. If the two cards do not match he puts them back face down in the same place.
5. Continue taking turns until all cards are removed.
6. The player with the most pairs is the winner.

■ Bingo - Can be used for any skill needing drill. Some suggestions would be homonyms, synonyms, antonyms, addition, subtraction, multiplication, sight vocabulary or any repeating characteristic.

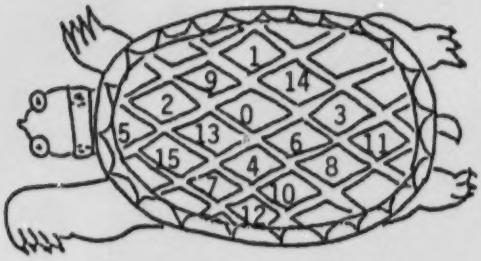
last	hard	ahead
high	FREE	cold
happy	slow	over

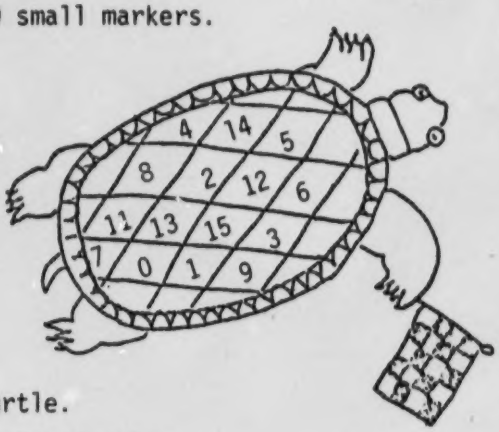
behind

Directions -

1. Make several bingo cards, each different.
2. Make smaller cards with matching fact.
3. Cut out markers for the players to place on their bingo cards.
4. Caller calls words or facts.
5. Players cover the words or facts on their cards.
6. The first player to complete a row is the winner.
7. Pictures could be placed on the bingo cards for the younger children then match cards having the same beginning or ending consonants, or blends.

■ Turtle Race - Enlarge the numbered turtle and place inside a folder, one on each side. Place directions on 4 x 5 card. Needed are two game cubes labeled 1 to 6 and 4 to 9, and 60 small markers.

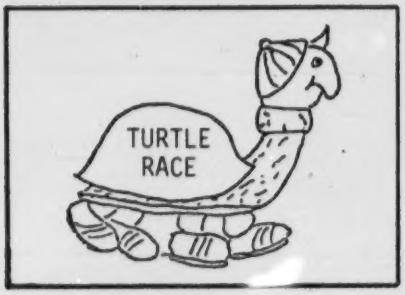




Directions -

1. Each player chooses a turtle.
2. Each player rolls two numbered cubes.
3. The player adds or subtracts the two numbers, and covers either the sum or difference of the two numbers on his turtle.
4. If both the sum and the difference are already covered, play passes to the next player.
5. The first player to cover all 16 numbers wins.

Example of Front of Folder:



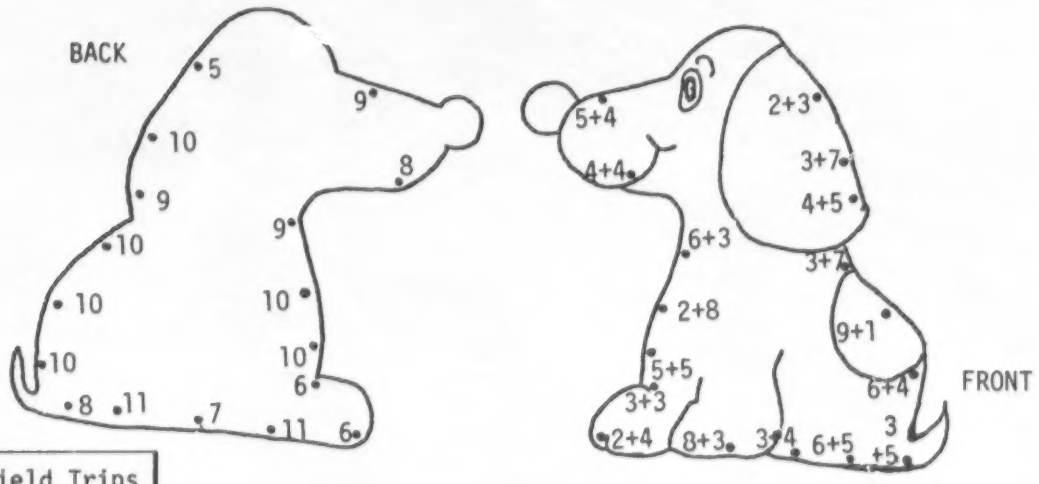
On the back of the folder place a small pocket to hold directions, cubes and markers.

■ Poke and Peek - Punch holes around the outside of childrens' favorite pictures. Write the problem beside the holes. Write the answers on the back beside the appropriate hole.

Directions -

1. Two children can work together.
2. The student in front of the picture pokes a pencil through the hole and repeats the problem giving the answer (i.e., 7+3=10).
3. The student in back of picture sees which hole the pencil is in and checks the number beside the hole to see if the correct answer was given (i.e., 10).

4. Students can change places.
5. Additional cards can be made using any drill needed.
6. Small pictures may be placed on the front by the hole and beginning sounds, vowel sounds, or ending sounds given on back.



Field Trips

Follow Through children take field trips because of some specific data the teacher wishes them to perceive and experience. Field trips become learning settings as the children accumulate knowledge and develop more complete understandings about the real world. These trips provide opportunities to use all senses as they gather information. The children see the place or thing in the natural environment and observe its size, shape, depth, texture, color, and movement.

If a teacher has planned a tasting experience in the classroom using pineapple, the activity could begin by talking with the children about pineapples, showing pictures of where and how they grow. Then a trip is planned to the supermarket to purchase a fresh pineapple, but that is not all they will accomplish while at the market. They may look for all the jello, pudding mixes, cake frostings, pies, lollipops, vinegar, sweet rolls, jellies, preserves and many other things.

The children may want to see how many ways pineapple is prepared for our use in cans; such as sliced, crushed, chunked, juice, or combined with other juice as orange-pineapple or pineapple-grapefruit.

When the children return to the classroom and have had their tasting experience, they may draw pictures of the pineapple, make a talking mural of the language used during the trip or tasting experience.

A variety of learning activities may evolve from this trip; word charts for vocabulary building, creative writing and reading experiences, the distance to the market, the time involved to and from the market, locating the supermarket on a city map. There is no end to the activities. A single field trip can be extended into countless living experiences and learning activities.

■ Steps for Planning a Field Trip -

Step 1. Decide on the purposes for the trip
   a. as a part of a current unit of study
   b. to introduce a new area of study
   c. to culminate a unit of study
   d. to extend knowledge of the community

Step 2. Make a pre-trip excursion when possible

Step 3. Involve children in the planning of the trip

Step 4. Make arrangements for the trip

Step 5. After the trip, plan related classroom activities

■ A Trip to the Zoo -

1. Each child could choose an animal or reptile which he would like to learn more about. The child could then either at home or at school, look in resource books and gain information concerning the particular animal. The child could then report to the class during rug time about the animal.

2. A talking mural could be developed. This could be a more extensive mural than just one day's work. Let children reflect upon how they got to the zoo; what they saw when they got there; how the animals were arranged in the zoo. Each day work on a different portion of the mural until you have it all finished. Language could be used in large bubbles placed over and under the mural.

3. Individual books could be made. Animals should be selected which each child wants to make. Within the book children should be encouraged to extend their language and to reflect upon what they experienced at the zoo. This would probably best be done in two days. One day to make the book and the next day to develop the language inside. (Shape book)

4. Let children write creative stories pretending that they are an animal in the zoo and tell how they feel about living there, where they came from, and how they got there.

5. Classify animals according to animals which give us good, clothing, which have fur, feathers, kinds of feet, tails, ears, and heads.

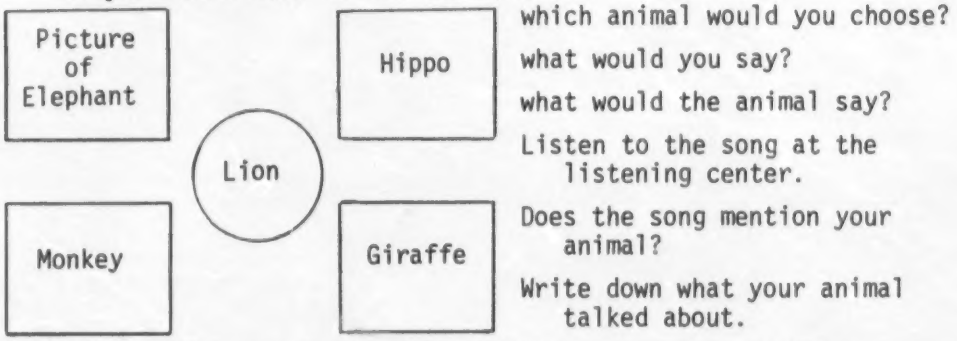
6. Discussion and study of the proper name accompanying each baby animal, e.g., cub, calf.

7. Make a chart with special features of animals drawn on one side, and on the opposite side animals pictures (labeled). Children match the animal features with the correct animal word by each drawing. Or just match picture of animal part with the animal. This activity could be made into a game. Use cards divided into squares. In the squares have animal pictures. Have a separate set of cards with the feature of an animal drawn on it. Child must match the card with the animal in the square. Example: zebra's name, tail, hooves, or legs; giraffe's head, long neck, or tail.

8. Ways of classifying animals:

four feet	animals for food
two feet	fur, feathered, or hair
different kinds of feet	food animals eat
good pets	big or little animals
long or short tails, or ears, legs, etc.	horns
	colors

9. Bulletin board project
   If you could talk to the animals. . .



10. Child may make up riddles while looking at an animal picture. Teacher or aide may take dictation from this and use part of the language in child's own shape book later, or the language may be placed with the picture.

11. Match animal sounds with words or pictures.

12. Listen to taped animal stories or records.

13. Animal stories and poems may be used for choral readings.

14. What's missing pictures. Find the missing part of an animal and match to the picture where it belongs.

15. Look through magazines for pictures of things seen at the zoo. Make class book, committee books, or mural.

16. Door Chart about the zoo. Blank slips of paper on the door and the caption, "What animal do you think you may see at the zoo?"

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